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ABSTRACT

This publication introduces an assessment instrument to help programs implement management competencies. It discusses development of management competencies and describes the Management Competencies Assessment Instrument (MCAI) designed to help managers verify and validate their competencies and use the information for planning professional development and improving programs. (Based on 21 competencies identified in Management Competencies and Sample Indicators for the Improvement of Adult Education Programs (MCSI), MCAI mirrors the format of the management competencies. The first skill area corresponds to the first competency in MCSI. Associated indicators are listed under each competency and rated on a four-point scale from 1--Needs Assistance through 4--Exemplary; additional choices are Not Applicable and Don't Know. The publication provides an overview of types of evidence (performance evaluations, administrative reports, and portfolios) verifying existence of a competency, since in addition to the rating scale for each indicator, the format provides space for the evaluator to record supporting evidence comments. These MCAI uses are discussed: needs assessment, planning for and evaluating professional development, hiring, retention and dismissal, program evaluation, facilitating communication, and systemic change. Appendixes to the 17-page report are MCSI, MCAI with administration instructions, and summary profile for management competencies. (YLB)

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Management Competencies Assessment Instrument

A Publication of
Building Professional Development Partnerships
for Adult Educators Project

PRO-NET 2000

March 2002

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INTRODUCTION

There is increasing emphasis on improving quality and demonstrating accountability in the field of adult education. In the past, much of this emphasis focused on the assessment of instructor quality and learner outcomes. However, performance by instructors and learners depends, in part, on the resources available, the environment in which the program operates, and the level of support received from program administrators. Therefore, quality adult education programs need administrators of the highest caliber.

Featured in this publication are:

- A description of the Management Competencies Assessment Instrument (MCAI)
- An overview of the types of evidence verifying the existence of a competency
- A discussion of the uses of the MCAI
- A template of the instrument

Administrators are being called on to prove their competence in many areas. Among the challenges faced by administrators in adult education are: securing and allocating resources to address competing priorities; developing and promoting the organization's mission, goals, and objectives; making increasingly complex technology accessible; meeting the needs of a diverse student population; employing and supervising an ever-changing instructional staff; initiating and advocating changes that promote program improvement; advocating for the field of adult education; responding to the changing demands for program accountability; encouraging problem solving and team building among staff; and collaborating with other agencies and stakeholders to provide comprehensive delivery of services.

Purposes of the management competencies:

- To foster reflective thinking among adult education administrators about their programs
- To identify areas of strength and areas for improvement for themselves and for their programs.
- To help administrators plan and implement strategies that enhance the overall quality of their programs

One of the major goals of *Building Professional Development Partnerships for Adult Educators (PRO-NET 2000)*, an American Institutes for Research project funded by the United States Department of Education, Division of Adult Education and Literacy, is to provide the field with a

national model of competencies that can be supported by research. *PRO-NET* initially focused on instructor competencies and, on the basis of research, prepared a publication that identifies these competencies and their uses. *Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs*[1] is being used by a variety of adult education stakeholders—state and local administrators, professional development coordinators, and instructors—to identify instructor competencies, plan for professional development, enhance instructor performance, and improve program quality. However, instruction does not occur in a vacuum, and the field strongly recommended that *PRO-NET* develop competencies for administrators in adult education.

Management Competencies and Sample Indicators for the Improvement of Adult Education Programs[2] identifies, through research, a set of recognized skills and knowledge areas that effective program administrators possess. Support for management competencies exists at the state and local level for several reasons:

- Competencies provide a basis for needs assessments to help programs identify areas for program improvement.
- States can use the *PRO-NET* management competencies to build on existing state competencies or to develop additional competencies that are consistent with their state goals and needs.
- State and local programs can use the competencies and related performance indicators as a basis for adult education certification and credentialing for program managers.

The management competencies reflect seven broadly defined categories:

- Leadership Skills
- Instructional Leadership
- Resource Management and Allocation
- Staff Supervision
- Program Monitoring and Reporting
- Professional Development Practices
- Community Collaboration

[1] This *Pro-Net 2000* publication is available at www.pro-net2000.org

[2] ibid.

Development of Management Competencies

PRO-NET 2000 followed the same field-based research approach for developing the management competencies as it did for developing instructor competencies. This approach included an extensive review of the management literature, field surveys, focus groups, and reviews by experts in the field. *PRO-NET 2000* identified skills, behaviors, and practices that characterize effective management skills.

Like the instructor competencies, the management competencies were developed to reflect the Secretary's Commission on Achieving Necessary Skills (SCANS) research on the definition of effective job performance. For example, the competencies emphasize interpersonal skills, such as being an attentive listener and a good communicator, being approachable and accessible to staff, respecting diversity, and considering differences in opinion among staff members when making decisions. The competencies also focus on the effective management and allocation of resources, ongoing program evaluation, and outcome reporting for program improvement and accountability consistent with the Workforce Investment Act (WIA) and other legislation. Throughout, the competencies emphasize the use of technology.

Sample Competencies:

- Demonstrates effective interpersonal and communication skills.
- Effectively manages and allocates the budget.
- Recruits, hires, evaluates, and terminates staff based on established criteria.
- Promotes continuous professional development for staff.

Performance indicators operationally define each competency. These performance indicators identify skills, behaviors, or practices that demonstrate the existence of the competency. Performance indicators are meant to serve as exemplars and are not exhaustive. The competencies and performance indicators appear in Appendix A.

The Management Competencies Assessment Instrument

This publication introduces an assessment instrument to help programs implement the management competencies. What follows is a detailed description of the Management Competencies Assessment Instrument (MCAI), including an overview of the various types of evidence that will help verify of the existence of the competencies. Also included in this document are suggestions for using the assessment instrument, as well as a template of the instrument.

PRO-NET also developed a companion instrument, The Instructor Competencies Assessment Instrument (ICAI), to assess instructor attainment of competencies. *PRO-NET* developed the ICAI in response to the assertion that learner outcomes may be enhanced when programs document and account for instruction. Managers interested in program improvement will find it useful to use both instruments. Later in this document, program managers will learn how they can use these instruments together to facilitate communication between and among staff and to plan for program improvement.

The Management Competencies Assessment Instrument (MCAI) in Appendix B is designed to help managers verify and validate their competencies and to use the information for planning professional development and improving programs. The instrument is based on the competencies identified in *Management Competencies and Sample Indicators for the Improvement of Adult Education Programs* in Appendix A.

The MCAI mirrors the format of the management competencies themselves. The first skill area assessed by

the MCAI (*Models appropriate professional behavior and encourages other staff members to act in a professional manner)* corresponds to the first competency listed in the management competencies document. Associated indicators are listed under each competency and are rated on a 4-point scale that rates behaviors on a continuum from 1 – *Needs Assistance* through 4 – *Exemplary*. Two additional choices for each item are available. *Not applicable* (NA) if an item is not applicable to the person being rated and *Don't know* (DK) if the information to complete the rating is insufficient. An example of the format for the MCAI is shown below. Instructions for administering the MCAI are found in front of the instrument in Appendix B.

(Competency)

1. Models appropriate professional behavior and encourages other staff members to act in a professional manner.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

(Indicator)

1.1 Engages in and promotes ethical conduct. **4 3 2 1 NA DK**

Evidence: _____

_____

It is not necessary to rate all 21 competencies if they are not relevant to the program or the individual being rated. Prior to the use of the assessment tool, the rater and the person being rated should determine which

competencies are most relevant to the program or individual. The entire instrument serves as a framework and the indicators may be modified as needed. The indicators listed are only samples of the competencies and may not reflect the roles of the manager in the program. For example, a manager in a small rural program may be responsible for more managerial tasks than a manager in a larger urban agency with many layers of management.

Programs interested in using the results of the assessment instrument to look at trends and run queries may want create a separate database that mirrors the MCAI. This database may be housed on a program like Microsoft ACESS or Microsoft EXCEL or created as an on-line tool. All of the individuals in a program completing the instrument would be able to enter their ratings into the database. Descriptive analyses could occur at many levels (individual, program, or state). For example, a program interested in the ratings for a category of competencies would run one type of query and a program interested in ratings for a set of managers would run a different query.

Competency Evidence

In addition to the rating scale for each indicator, the MCAI format provides extra space for the evaluator to record supporting evidence and comments. The *evidence* section is key to understanding how well the skill has been mastered and is especially helpful when the instrument is used for pre/post evaluation. The term "evidence" is not necessary meant to imply a formal document. Evidence is a marker for the rating given and may be a document, a conversation, or an observed behavior. The section below

Evidence to support findings from the MCAI includes

- performance evaluations,
- administrative reports, and
- administrative portfolios.

describes how evidence can be used in conjunction with the MCAI.

Performance Evaluations

The results of performance evaluations offer evidence to support findings from the MCAI. Performance evaluations may be formal or informal and may include supervisory, peer, or self evaluations. Although performance evaluations may not rate the exact competencies assessed in the MCAI, they provide information on skills, knowledge, and behaviors demonstrated by the administrator and are a good barometer of how well the administrator is performing in various competency areas. Programs that use multiple types of performance evaluations can validate, more easily, the extent to which administrators have mastered sets of skills and knowledge areas.

Performance evaluations
include both manager and program assessments.

Another type of evaluation employed in some states is an assessment of how well the local programs are performing. These assessments also reflect administrator performance. In California, for example, the professional development leadership project, funded by the state, has a process to identify quality adult education programs. The process, called Programs of Excellence identifies exemplary programs that become models for the state. In the process, they also identify areas that need improvement. Many of the criteria for Programs of Excellence relate to the administrative competencies and thus provide another indicator of administrative competence.

Administrative Reports

Many adult education programs collaborate with other agencies, have multiple funding streams, or both. As

a result, administrators in adult education are generally required to submit annual and quarterly reports to a variety of entities (e.g., State Departments, funding sources, community agencies, and school districts). Information included in these reports is another source of evidence of administrative performance. For example, reports may include program goals, the strategies that administrators used to achieve identified goals, and the costs associated with implementation. Quarterly or annual reports, or other progress reports, reflect program accomplishments over time. The activities and accomplishments can be keyed to the competencies to help assess how well administrators are performing.

Examples of the administrative reports include:

- Quarterly progress reports
- Budget reports

Administrative Portfolios

Administrative portfolios, similar to those used by instructors, also provide evidence of administrative competence. Administrators can decide on the materials and artifacts to include in their portfolios. For example, a portfolio that focuses on community collaboration competencies may include the administrator's calendar with dates of participation in community committees, minutes from relevant committee meetings, evidence of outreach to the community (including marketing flyers and promotional materials made available to the community), and evidence of partnership agreements with community agencies. If the focus is on instructional leadership competencies, the portfolio may contain minutes of staff meetings, procedures implemented to assess instructor accountability, and examples of research articles

disseminated to staff on such topics as adult learning and development and the use of technology for instruction.

Uses of the Management Competencies Assessment Instrument

Uses of the Management Competencies Assessment Instrument:

- Conducting needs assessments
- Planning professional development
- Opening up lines of communications with stakeholders
- Hiring and dismissal

The MCAI can be used for a variety of purposes. A brief discussion of the uses follows.

Needs Assessment

The MCAI can be used as a needs assessment in several ways. It may be used as a self-assessment tool to help managers identify their own strengths and areas for improvement. A self-assessment also helps managers become aware of competencies they may not have considered previously, thereby expanding their management skills and knowledge base. Administrators can use the results of an initial assessment to set goals that are based on the competencies rated as needing improvement. Follow-up self-assessments or assessments by others can be used to identify administrators' progress over time and to determine the extent to which they have moved closer to mastering specific competencies. Administrators who rate themselves as exemplary on specific competencies, with evidence supporting such a rating, may be candidates for peer coaches or mentors to other administrators. The assessments therefore can identify a pool of competent administrators who can help build the capacity of others.

Types of Needs Assessments:

- Self-assessment
- Follow-up self-assessment
- Peer assessment
- Program assessment

At the program level, administrators may use the MCAI as a way to identify areas in which the program excels or is in need of improvement. If there are areas of needed improvement, administrators can set goals and

priorities, establish procedures, and work collaboratively with staff to enhance program capacity.

Planning for Professional Development

Findings from the MCAI can help administrators plan their own professional development. They can create individual professional development plans that focus on specific sets of competencies and include a variety of activities. By engaging in professional development, administrators will also model lifelong learning for their staff.

Evaluating Professional Development

The MCAI also serves as a valuable mechanism for measuring the impact of professional development on the mastery of management competencies. For example, when administrators plan professional development activities, they can use the MCAI as a pre-and-post-assessment of management competence. They can then use the results of these assessments to determine the extent to which professional development activities aid in the mastery of competencies. Although it is not likely that a one-shot professional development activity will result in long-term behavior change, activities that are ongoing may have measurable effects. It is important for administrators to evaluate effectiveness by documenting changes in their behavior and in program operations related to the issues addressed in the activities. Evaluation over time can provide information on the impact of professional development as well as data for refining and adjusting future professional development activities.

Hiring

The MCAI can also be used in hiring decisions. Adult education managers often come from programs other than

adult education and may have little knowledge or experience in administering adult education programs. In such instances, the hiring committee can select the entire instrument or the competency indicators most relevant to the vacant position and require a management candidate to complete the form as a self-assessment and provide a few samples as evidence of how he or she will achieve or has previously met the competency. The search committee then gains insight into the applicant's past experiences related to the position and also into the candidate's understanding of the role of the manager in an adult education program. This information, coupled with a résumé, references, and the candidate's performance in the interview, provides a broad perspective on the candidate's qualifications. If a potential manager has previously worked in an adult program and used the MCAI, the search committee can request a copy for review.

Retention and Dismissal

The MCAI can be a tool for determining whether to retain or dismiss a manager. Occasionally managers fail to perform in an acceptable manner. In these cases, proper procedures must be followed and documented to ensure that the rights of the manager are not violated.

To initiate the remediation process, it is critical that a clear, specific job description be in place and that the manager is fully aware of the job performance expectations. When a manager fails to perform satisfactorily, he or she must first be informed in writing of the problem area(s) (e.g., reports are not completed in an accurate and timely manner, or the manager has been unable to work satisfactorily with staff or has mismanaged funds). Administrators in supervisory positions can use the MCAI to identify the management behavior in need of remediation. In this remediation process, the manager's supervisor meets with the manager and outlines

Steps in the remediation process:

- Supervisor informs manager, in writing, of problem area(s).
- Supervisor meets with manager and together they outline remediation strategies.
- Supervisor prepares a summary of the meeting and agreed-on steps, signed by both the supervisor and the manager.

In the remediation process, a follow-up meeting between the manager and supervisory officials is necessary to assess progress in relevant performance areas.

Documentation is the key to successful retention or dismissal decisions. Supervisors who are not comfortable with the procedure should seek assistance or guidance from a colleague or supervisor within the organization or at the state level.

specific remediation strategies along with a time frame for following up and assessing progress. The supervisor prepares a summary of the meeting, including a list of the agreed-on steps. The document is reviewed by both the supervisory official and the manager, signed by both, and kept on file. These steps become the guide for the remediation process.

Both the administrator in the supervisory position and the manager need to review the competencies identified for remediation prior to the follow-up meeting. It is the responsibility of the manager to bring to the meeting all appropriate documentation that demonstrates progress in the areas identified for remediation. If noted improvement has occurred, the supervisor records a summary of the meetings and regularly schedules follow-up meetings with the manager until he or she masters the competencies. The manager can be retained on a probationary status with a time line and clearly identified steps to take to ensure continued improvement.

If noted improvement does not occur within a reasonable amount of time (e.g., 3 – 6 months), the manager is notified in writing of the decision to not renew the contract for the next year or instructional period. The actual termination or dismissal date should coincide with the hiring period for the organization. All procedures and policies required by the organization or institution must be followed throughout this process. The MCAI provides a concrete, objective way to document, monitor, and assess management progress.

Program Evaluation

Most programs are required to undergo periodic evaluation. The Workforce Investment Act, as well as state education agencies, requires the documentation of progress toward program goals as a condition for continued funding. The characteristics, qualifications, and skills of the

management staff are major factors in determining program success.

The MCAI can provide concrete data about the management staff and can also document management improvement and goal mastery over the course of the program year. Appendix C provides a chart in which a management profile can be developed for the program. This chart is used to graph the before and after responses to items on the MCAI. As detailed in the evidence section of this publication, information derived from performance evaluations, administrative reports, or administrative portfolios can be included in the final reports as examples of management improvement and progress toward goal attainment.

Managers' improvement on specific competencies tied to professional development activities that occurred during the year can document the success of the professional development activity and the collective improvement in the program based on the competencies mastered.

Items in the MCAI can be tied to program goals. Assessment of these items can document program improvement. Responses on selected items can also indicate areas for inclusion in program improvement plans for the coming year.

Open lines of communication are important

- Between instructors and management
- Between local program management and supervisors at district or state levels
- Between program managers and community stakeholders

Facilitating Communication

Rarely, if ever, do managers regularly engage in two-way communication with instructors, staff, or other managers. Some questions that managers might ask of themselves or want to discuss more broadly include these: *How can I support instructors' needs (including their professional development goals)? How can I encourage collaborations between other adult education programs and supervisors at the district and state levels? What can I do to leverage community stakeholder participation?*

A major advantage of using an instrument such as the MCAI is the opportunity for opening lines of communication among all adult education stakeholders. The items on the instruments are objective and specific and offer concrete topics to initiate discussion and dialogue.

For example, if managers and instructors complete both the MCAI and the ICAI, the results can be aggregated and plotted in different colors or types of lines on the graphs provided (Appendix C contains the graphs and instructions for completing the graphs) that will immediately show where the *perceptions* of managers as a group and instructors as a group (e.g., ESL or ABE instructors, new or experienced instructors, or all instructors) differ. The perceived differences offer an opportunity to discuss reasons for the perceptions and ways to ameliorate the differences. A low score on an item from both groups may indicate a low priority item **or** may afford the opportunity to address a problem or an issue.

Whether the MCAI and the ICAI are used as self-administered needs assessments or as tools for evaluation, setting up collaborative task groups (including managers, staff, instructors, and students, as appropriate) to review and address areas of program and instructional needs can provide a greater cohesiveness among faculty, management, and staff and can present opportunities for an ongoing dialogue about issues that matter to all stakeholders.

Further, the periodic completion of the MCAI and the ICAI can reveal where progress is being made, where gaps remain, and where a need for continuing communication exists.

Systemic Change

The MCAI can red-flag areas of needed program and managerial change; however, bringing about lasting systemic change requires additional structure and effort. Individual

changes can be made easily to remediate situations or to provide needed professional development, as indicated by the results of the MCAI. But using these instruments to determine the needs for *systemic* change requires a much more comprehensive effort, as seen in the following steps:

1. Study carefully the results of the MCAI to determine what patterns exist. *For example, do weaknesses in instruction reflect lack of support from management? Is this problem widespread or focused in a particular program? How are limited resources allocated? What can be done to encourage collaborative networks?* These are not quick-fix items, such as simply providing information or purchasing equipment.

2. Ask questions. How do these patterns impinge on the vision/mission/goals of the program? Successful systemic change cannot happen if the program does not know where it is going.

3. Involve stakeholders (external and internal) in determining needed changes and becoming committed to bringing about change. Not all members will move at the same pace; some will remain recalcitrant but a sizeable number of key staff and support are necessary.

4. Ensure that necessary resources are available over the time required to bring about the changes and that management, community leaders, or both are committed to providing those resources.

5. Readminister the MCAI periodically to assess the extent of progress being made, to evaluate the successes, and to prioritize the remaining needs.

In summary, the five steps outlined above require systematic needs assessments that are analyzed and compared with the program's vision, goals, and objectives. In addition, they require collaborative and committed efforts on the part of key stakeholders to plan, implement, and evaluate change.

Research on systemic change points to several requirements:

- A clear vision of what the system will look like after change
- A commitment by all parties involved to bring about change (including an agreed-upon need for change and clear perceptions of individual roles)
- A trusting environment that fosters open and honest communication and collaboration
- Demonstrated commitment and support from management and other stakeholders
- Time to plan and implement changes in a systematic way (one of the most often neglected requirements)

Finally, there is a need to recognize that ***change is continuous*** and requires ***time.***

When implementing systemic change, keep in mind the need for:

- A comprehensive needs assessment
- Collaboration and committed efforts on the part of key stakeholders to oversee the process of implementation

This last element is perhaps the most difficult because society today experiences great pressures for accelerating the pace of change. Yet different people accept and adapt to change differently. Any organization in its change process must accommodate those who firmly resist change, those who are reluctant to change, and those who go along with change (but not enthusiastically), as well as those who thrive on change. Making all stakeholders who are comfortable motivated to change requires astute leadership and a highly collaborative infrastructure.

SUMMARY

Program managers play a critical role in adult education programs. Quality management is necessary to ensure and sustain quality programs. Therefore, managers need to document their competencies and weaknesses to plan for program improvement.

Program improvement is a multidimensional notion. In any single program, potentially many issues need addressing. The MCAI provides the framework that managers need to identify areas for improvement for themselves, their instructors, and their programs. In addition, the MCAI complements existing forms of assessment, such as performance evaluations, administrative reports, and portfolios.

As mentioned earlier in this publication, the MCAI serves several functions: as a needs assessment, as a tool for planning and evaluating professional development activities, as a hiring and dismissal tool, as a means to evaluate programs, as a way to facilitate communication among staff, and as a vehicle for systemic change. These examples are not exhaustive; there may be others. Programs and learning

environments can replicate and modify this instrument to meet their own needs.

Appendix A
Management Competencies and

Sample Performance Indicators

NOTE: COMPETENCIES AND INDICATORS ARE NOT LISTED IN ORDER OF IMPORTANCE.

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

LEADERSHIP SKILLS	
Competency	**Sample Performance Indicators**
1. Models appropriate professional behavior and encourages other staff members to act in a professional manner	1.1 Engages in and promotes ethical conduct.
	1.2 Uses and practices a participatory management style open to constructive criticism.
2. Demonstrates effective interpersonal and communication skills	2.1 Seeks input from all levels of staff, listens attentively, demonstrates fairness and consistency, and conveys information fully and clearly.
	2.2 Uses a variety of modes of communication.
	2.3 Encourages and allows opportunity for staff to confer and present issues and problems affecting instruction and other program-related services.
	2.4 Supports innovative practices to improve program related issues and services.
3. Encourages active involvement of all staff and stakeholders in decision-making processes	3.1 Provides opportunities for learners, instructors, and community stakeholders to give feedback before significant program changes are implemented.
	3.2 Shows evidence of stakeholder buy-in through such means as meetings of representative groups, and program surveys to the community.
	3.3 Delegates authority and decision-making to appropriate entities and supports their decisions.
	3.4 Uses collaborative teams and other strategies to identify outcomes, design curriculum, share instructional strategies, conduct assessments, analyze results, and adjust instructional processes.

MANAGEMENT COMPETENCIES AND SAMPLE PERFORMANCE INDICATORS

LEADERSHIP SKILLS	
Competency	**Sample Performance Indicators**
4 Establishes and promotes the philosophy, goals, and objectives of adult education.	4.1 Works to position adult education to ensure that adult education programs mesh with the overall organizational mission.
	4.2 Establishes benchmarks to show alignment with vision, mission, philosophy, and goals.
5 Promotes an environment in which linguistic and cultural differences are valued and appreciated.	5.1 Provides resources and curriculum materials that support anti-bias and multicultural learning.
	5.2 Seeks staff who represent the diversity of the student population.
	5.3 Respects and honors diversity in everyday interactions.
6 Initiates and facilitates change process.	6.1 Remains current on trends and issues and seeks innovations.
	6.2 Presents innovations to appropriate staff and makes decisions that are aligned with their feedback.
	6.3 Assists staff and learners with implementing change and supports risk taking.
	6.4 Involves staff in identification of trends.
7 Advocates for the development of the field of adult education at national, state, and local levels.	7.1 Disseminates information in the community about program accomplishments through the use of technology and other means.
	7.2 Participates in professional organizations that advocate for the advancement of adult education in a variety of ways.
	7.3 Engages and encourages staff and students to be active advocates for adult education.

INSTRUCTIONAL LEADERSHIP	
Competency	**Sample Performance Indicators**
8. Initiates and monitors the process of curriculum design and development, and supports instructional processes and strategies based on research in adult learning and development.	8.1 Guides instructional staff in designing and implementing educational curricula that accommodate diverse learning styles, abilities, and cultures.
	8.2 Supports and assists staff in planning instructional programs based on state performance standards, learner data, research on effective practice, community and learner needs, demographics, resources, and economic and technological trends.
	8.3 Assists instructors in guiding learners with the development and ongoing review of the learners' educational plans.
	8.4 Establishes structures and processes that allow instructors to work together to improve teaching and learning.
	8.5 Supports individuality of teacher approaches to implementation of the curriculum.
	8.6 Supports staff in integrating into curriculum adults' roles as workers, citizens, and family and community members.
	8.7 Assists instructors in incorporating technology into instructional practices.
	8.8 Provides a system for instructor accountability for student learning.

INSTRUCTIONAL LEADERSHIP	
Competency	**Sample Performance Indicators**
9. Compiles and/or uses various needs assessments to determine staff, learner, and community needs.	9.1 Assesses and/or reviews instructor needs on an individual basis through classroom observations, meetings, written goals and plans, and assessment instruments. Facilitates the discussion of outcomes with instructors.
	9.2 Coordinates procedures for assessment and placement of learners in appropriate programs at appropriate educational functioning levels.
	9.3 Researches and/or conducts community needs assessments to determine service and employment needs and opportunities.
	9.4 Ensures that the targeted student population has been assessed for special learning and language needs and that appropriate programming is provided.

RESOURCE MANAGEMENT AND ALLOCATION	
Competency	**Sample Performance Indicators**
10. Identifies and applies for additional funding independently or collaborates with other programs and partners.	10.1 Seeks partnerships with other programs funded under federal regulations and other collaborative partnerships, as appropriate.
	10.2 Demonstrates resource development at the program level.
	10.3 Maintains active awareness of and pursues potential grant and funding sources in local, regional, and national community.
11. Effectively manages and allocates the budget.	11.1 Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year.
12. Uses financial resources to support the program's mission and goals and to foster continuous program improvement and accountability.	12.1 Allocates funds equitably to effective programs and sites based on such indicators as attendance, retention, student outcomes, and benchmarks.
13. Identifies and utilizes resources to enhance the instructional process.	13.1 Uses resources to integrate and upgrade technology and provides professional development on effective use of technology for instructors and administrators.
	13.2 Establishes a safe and non-threatening learning environment that is appropriate for adult learners.

HUMAN RESOURCE MANAGEMENT	
Competency	**Sample Indicators**
14. Recruits, hires, evaluates, and terminates staff based on established criteria.	14.1 Provides formal orientation of new staff and learners to the adult education program.
	14.2 Provides for a system of instructor observations and evaluations focusing on such areas as: (1) organizing and delivering instruction, (2) managing instructional resources; (3) monitoring and assessing progress, (4) accommodating diverse learning styles, (5) using materials and technology, (6) providing learner guidance and referrals, and (7) helping learners transfer learning to real-life situations.
	14.3 Recognizes when staff members are not performing effectively, provides guidance and support to enable attainment of needed competencies, involves appropriate stakeholders and follows required procedures and due process, leading to staff termination when necessary.

PROGRAM MONITORING AND REPORTING	
Competency	**Sample Performance Indicators**
15. Promotes clear procedures for collecting, documenting, and reporting data.	15.1 Establishes and monitors a process for collecting, documenting, and reporting secondary or optional measures related to employment and family, in accordance with current government legislation.
	15.2 Provides and promotes training for data collectors to ensure accuracy of outcome data.
	15.3 Fulfills legal or program requirements for compliance, record keeping, and reporting.
	15.4 Maintains confidentiality and limits access to staff and learner files and records (e.g. past education, employment, interests, disabilities, and short-term educational, personal, and employment goals).
	15.5 Analyzes, identifies dissemination strategies, and reports program outcomes and evaluation data for various audiences.
	15.6 Ensures data are accessible, in a timely manner, to staff, learners, community members, and other stakeholders (via such means as reports, use of media, and web pages).

PROGRAM MONITORING AND REPORTING	
Competency	**Sample Performance Indicators**
16. Monitors and evaluates the program and uses the data for program improvement and accountability.	16.1 Develops and implements an overall program review process that is ongoing, participatory, guided by an articulated evaluation process, and based on a written plan to assess program strengths and areas for improvement.
	16.2 Involves representative staff in the development of written plans and data collection.
	16.3 Ensures that programs are inclusive of and suitable for students with special language and learning needs.
	16.4 Coordinates the procedure for the collection and maintenance of relevant up-to-date learner information in order to improve the program based on the needs of the learners.

PROFESSIONAL DEVELOPMENT PRACTICES	
Competency	**Sample Performance Indicators**
17 Plans, promotes, and models life-long learning practices	17.1 Keeps up-to-date with research on instructional practices, management, and leadership, as well as on effective practices in professional development, and shares those practices with staff.
	17.2 Engages in a variety of activities that foster own learning such as participating in collegial networking and subscribing to journals and listservs.
18 Promotes continuous professional development for staff	18.1 Supports the professional development of instructors by relaying specific information about professional development opportunities and by providing release time, stipends, or other types of support enabling instructors to engage in professional development activities that focus on student and program improvement.
	18.2 Encourages instructors to become involved in the identification and planning of their own professional development and to engage in a variety of activities including inquiry research, workshops, institutes, and observation/feedback (e.g., peer coaching and mentoring).
	18.3 Designs collaboratively, a staff development program in accordance with program needs based on the results of staff needs assessments, informal conversations, identified state or local needs and mandates, and research.
	18.4 Supports a variety of professional development activities that reflect the organization's mission and principles of adult learning.
19 Encourages and promotes professional development activities related to technology	19.1 Acquires and maintains knowledge of technology and applies it to adult learning and professional development.
	19.2 Shares information on, provides training in, and promotes the use of technology with instructors and other staff.

COMMUNITY COLLABORATION	
Competency	**Sample Performance Indicators**
20. Builds relationships with various agencies and institutions to enhance the delivery of services.	20.1 Maintains ongoing agency outreach, publicity, and staff recruitment activities to promote the program and secure funding, community expertise, equipment, and other resources.
	20.2 Establishes partnerships and alliances with businesses, institutions of higher learning, local educational agencies, child care centers, health centers, employment and job training centers, boards, and other agencies to expand understanding of adult education, assess needs, enhance program resources, and improve services for adult learners.
	20.3 Seeks and shares information about student/client benefits and potential funding opportunities with businesses and community organizations.
21. Accesses and makes available information to clients about community resources and issues, and relevant laws and regulations.	21.1 Informs the community and staff about relevant legal requirements such as those for instructing adults with special needs.
	21.2 Shares information about available resources, such as community resource guides and web-based information.

APPENDIX B
MANAGEMENT COMPETENCIES ASSESSMENT INSTRUMENT

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Competency 8. Initiates and monitors the process of curriculum design and development, and supports instructional processes and strategies based on research in adult learning and development B-18-B-20

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Competency 10. Identifies and applies for additional funding independently or collaborates with other programs and partners B-23-B-24

Competency 11. Effectively manages and allocates the budget B-25-B-26

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ADMINISTERING THE MANAGEMENT COMPETENCIES AND INSTRUCTOR COMPETENCIES ASSESSMENT INSTRUMENTS

**If you plan to use both the MCAI and the ICAI, you may not need to read both sets of instructions as there is considerable duplication.*

Managers: General Instructions for the MCAI

- Explain that the Management Competencies Assessment Instrument (MCAI) and the Instructor Competencies Assessment Instrument (ICAI) may be used for a variety of purposes: as needs assessments to help plan for professional development; for evaluating the impact of professional development; for program evaluation; for hiring and retention; to foster communication among instructors and managers; and to determine the needs for systemic change.
- The MCAI does not have to be done in its entirety. Managers may choose the competencies that most reflect their roles. All indicators are examples of competencies. Programs or individuals should feel free to write or modify indicators to reflect their program's needs.
- If used as a needs assessment, ask managers to complete the MCAI. Tell them to be candid in their responses as there are no right or wrong answers. For confidentiality purposes, note that manager names will not be identified. Each manager will be assigned a code. Once completed, data will be aggregated at the program level. However, if states or regions within states choose to adopt this instrument, data can be aggregated at the regional or state level. Data can be aggregated in a variety of ways, for example by type of program managed (e.g., ABE, ESL, GED), years of experience, or type of agency.
- If used for hiring purposes, ask the applicant to complete the form as a self-assessment, and to respond to the **Evidence** section by providing some examples of how he or she will achieve or has previously met the competency. Note that you may ask applicants to focus on only a few selected competency indicators. Compare responses with the applicant's resume, references, and job interview. If the applicant has worked in the agency previously and has completed the MCAI or ICAI, you may ask for a copy to review.
- If used as an evaluation of the program, ask the manager to rate him or herself on competencies that are pre-determined as relevant for documenting program success. They should complete the MCAI in the beginning and the end of the year. Remember to include comments in the **Evidence** section as examples of management improvement and progress toward goal attainment.
- Regardless of the purpose for which the MCAI, is used, ask managers to record a few comments in the section marked **Evidence,** to support their rating. These comments will be helpful in planning for professional development and in noting effectiveness of professional development.
- If used as a needs assessment, allow 1 1/2 hours to complete the MCAI. The time will be much shorter if only select indicators are rated.
- Programs may want to create a cover sheet to attach to the instrument. Cover sheets may vary from program to program, based on the programs. A sample cover sheet appears as Exhibit A. Ask managers to complete the cover sheet before they begin. Often individuals have multiple responsibilities so ask them to identify the management area in which they spend the most time.

Managers: General Instructions for the ICAI

- Some programs may want managers to complete both the ICAI and the MCAI. This provides an opportunity to think constructively about instructional and management roles. If instructors also complete both instruments it will allow the program to compare responses of managers and instructors on the same indicators. Completion of both, will foster dialogue between instructors and managers.
- Ask managers to complete the ICAI to the best of their ability. Again, remind them that there are no right or wrong answers.
- Ask managers to record a few comments in the section marked **Evidence,** to support their rating.
- Allow up to three hours if managers are completing both the ICAI and the MCAI. Depending upon the number of competencies chosen for scoring.

Specific Instructions

- For each indicator, CIRCLE the number that best describes the extent to which the indicator is being met. For example, if you are excelling at the competency, circle number 4 for Exemplary. If you are have difficulty performing the competency circle 1 for Needs Assistance. As an manager, if you are completing the ICAI, complete the responses to the best of your ability.
- If an indicator is NOT APPLICABLE, circle NA. If you DO NOT KNOW the answer, circle DK.

Instructions for Obtaining Average Scores for a Management Competency

- All of the 21 competencies and their associated indicators do not need to be rated. Choose the competencies that most reflect of the program or the manager's role. The indicators may be modified to fit the realities of the program or managers being rated.
- Each of the 21 management competencies has multiple indicators. To obtain an average for a competency, transfer ratings from each indicator rated under the competency to the grid on the adjacent page. Record the score in the box above each rated indicator. Calculate the average of all indicators that were rated in that competency to determine competency average. Place the average in the circle next to the grid.
- Record NOT APPLICABLE and DO NOT KNOW scores separately at the grid on the bottom of the adjacent page. Note the number of NA and DK responses in the two triangles on the page. Do not factor the NA and DK responses into the average for the competency.

Instructions for Obtaining a Summary Profile Across All Management Competencies Assessment Instrument

- Plot the averages for each of the competencies on the Summary Profile Form. Connect the dots to graph the manager's strengths and areas for improvement.
- To obtain an overall rating of manager competency, calculate the overall average of the management competencies that have been rated. Place the number in the overall average circle on the summary chart at the end of the instrument.
- Record the totals for NA and DA for each of the competencies in the bottom of the chart. Record the total number of NA;s and DK's in the two triangles next to the bottom chart.

EXHIBIT A

SAMPLE COVER SHEET

MANAGEMENT CCMPETENCIES ASSESSMENT INSTRUMENT

Manager

_____ Local Program Director
_____ Assistant Director
_____ Professional Development Coordinator
_____ Program Coordinator
_____ Other

Agency

_____ School System
_____ Community College
_____ Library
_____ Corrections
_____ Tutoring Program
_____ Community-based Organization

Geographic Area

_____ Urban
_____ Suburban
_____ Rural

Setting

_____ Classroom
_____ Language Lab
_____ Distance Learning
_____ Independent study
_____ Tutorial

Years of Experience

_____ Less than one year
_____ 2 - 5 years
_____ 6 - 10 years
_____ 10 + years

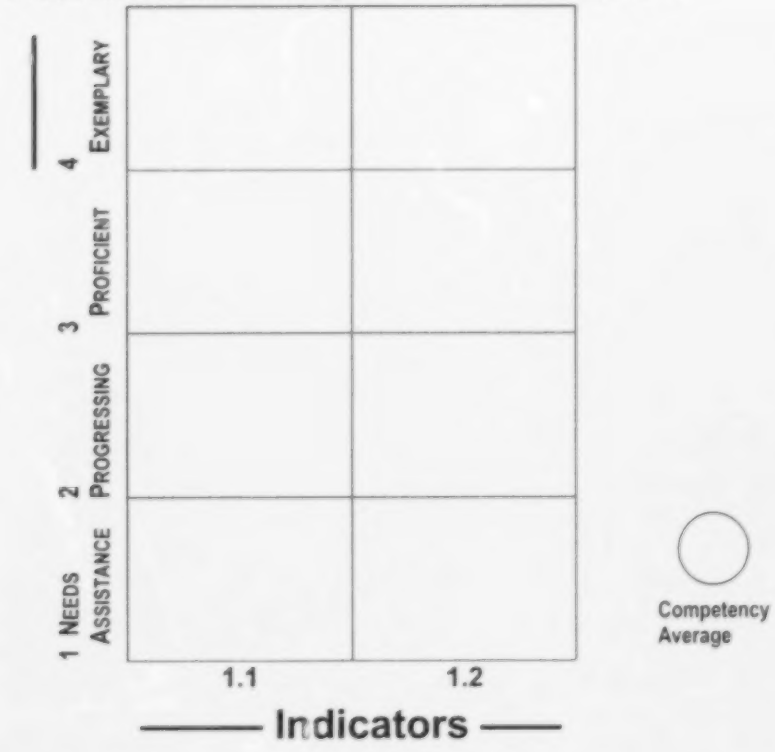
Status

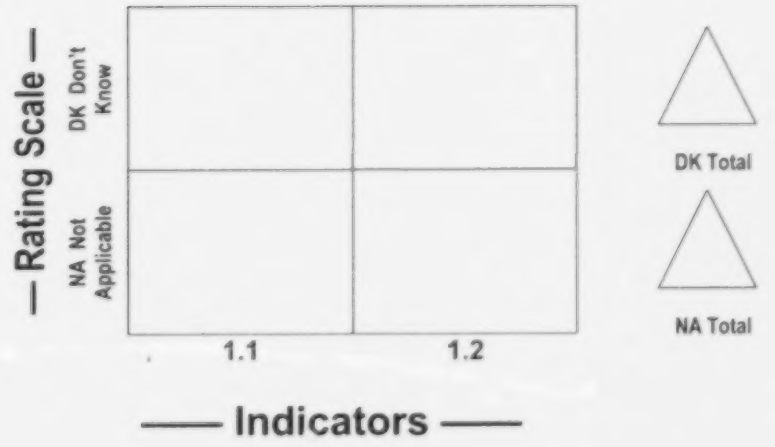
_____ Full-time
____ Part-time

Competency 1. Models appropriate professional behavior and encourages other staff members to act in a professional manner

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**.

PROFILE FOR MANAGEMENT COMPETENCY 1





MANAGEMENT COMPETENCIES
ASSESSMENT INSTRUMENT

DIRECTIONS: *Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle* ***NA not applicable.*** *For other items you may not have sufficient information to respond, circle* ***DK don't know.*** *Indicators are examples of the competency and you may develop other samples or modify them to reflect your program or position. Evidence may take the form of a conversation, documentation, or observation.*

Category: Leadership Skills

1. **Models appropriate professional behavior and encourages other staff members to act in a professional manner.**

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

1.1 Engages in and promotes ethical conduct. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

1.2 Uses and practices a participatory management style open to constructive criticism. **4 3 2 1 NA DK**

Evidence: _____

_____

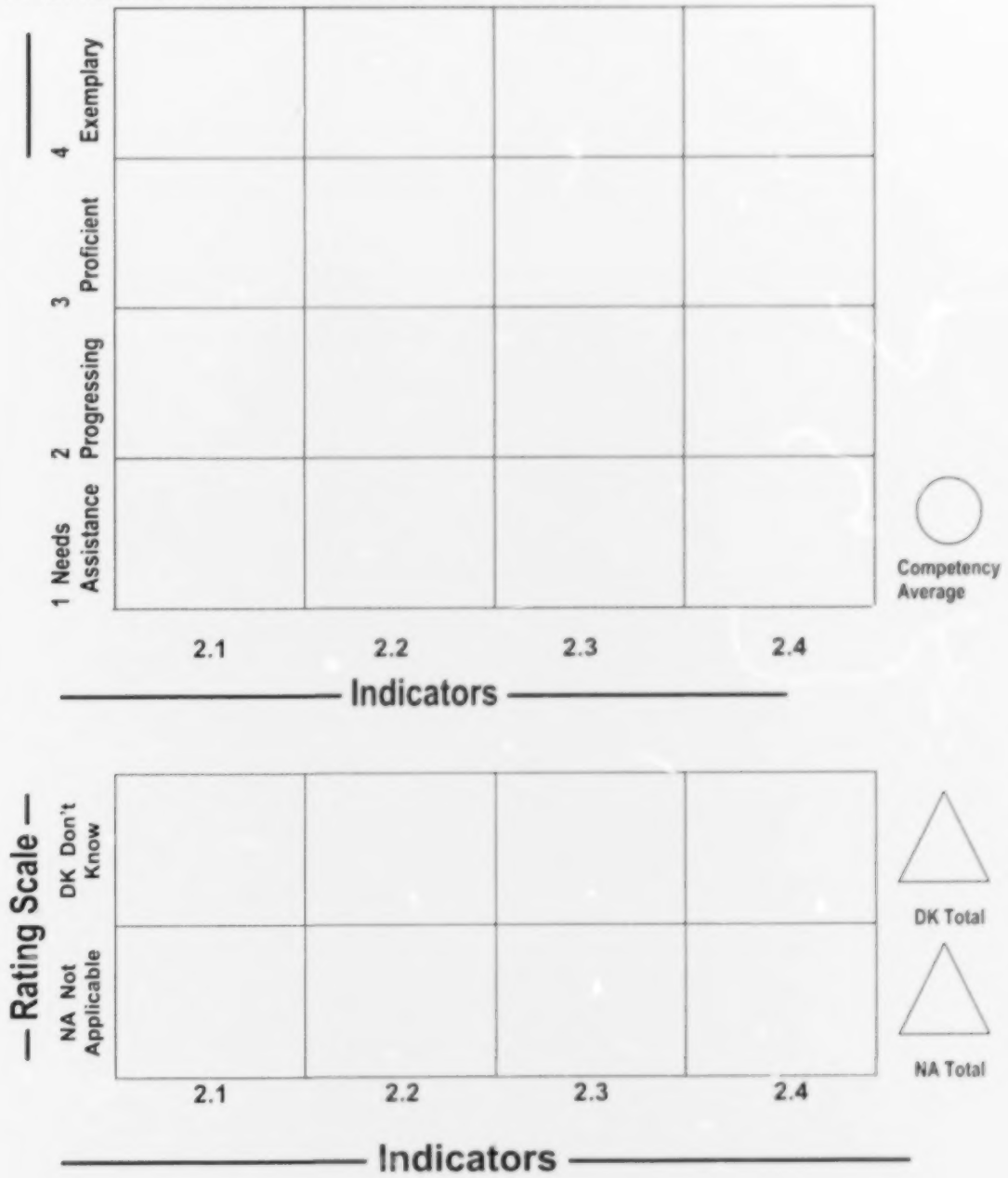
_____

_____

Competency 2. Demonstrates effective interpersonal and communication skills.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know.**

PROFILE FOR MANAGEMENT COMPETENCY 2



Category: Leadership Skills

2. Demonstrates effective interpersonal and communication skills.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

2.1 Seeks input from all levels of staff, listens attentively, demonstrates fairness and consistency, and conveys information fully and clearly. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

2.2 Uses a variety of modes of communication. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

2.3 Encourages and allows opportunity for staff to confer and present issues and problems affecting instruction and other program-related services. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

2.4 Supports innovative practices to improve program-related issues and services. **4 3 2 1 NA DK**

Evidence: _____

_____

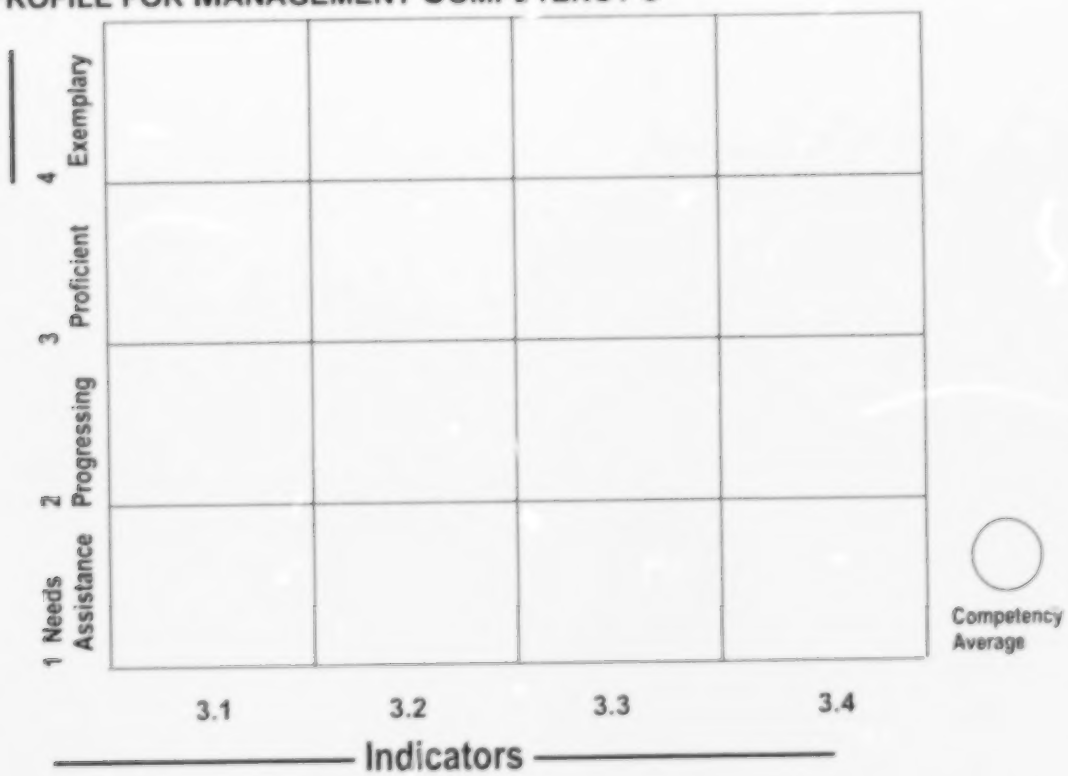
_____

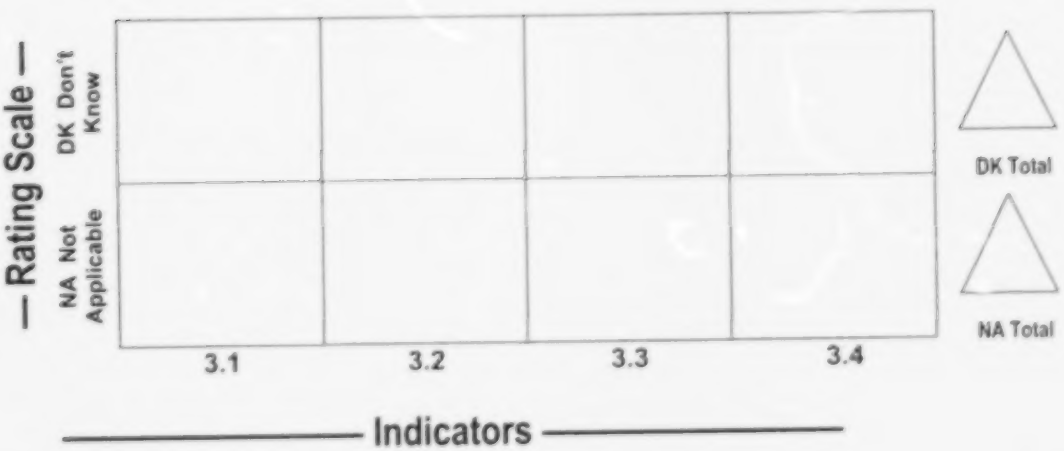
_____

Competency 3. Encourages active involvement of all staff and stakeholders in decision-making processes.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**.

PROFILE FOR MANAGEMENT COMPETENCY 3





Category: Leadership Skills

3. Encourages active involvement of all staff and stakeholders in decision-making processes.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

3.1 Provides opportunities for learners, management, and community stakeholders to give feedback before significant program changes are implemented. **4 3 2 1 NA DK**

Evidence: _____

3.2 Shows evidence of stakeholder buy-in through such means as meetings of representative groups, and program surveys to the community. **4 3 2 1 NA DK**

Evidence: _____

3.3 Delegates authority and decision-making to appropriate entities and supports their decisions. **4 3 2 1 NA DK**

Evidence: _____

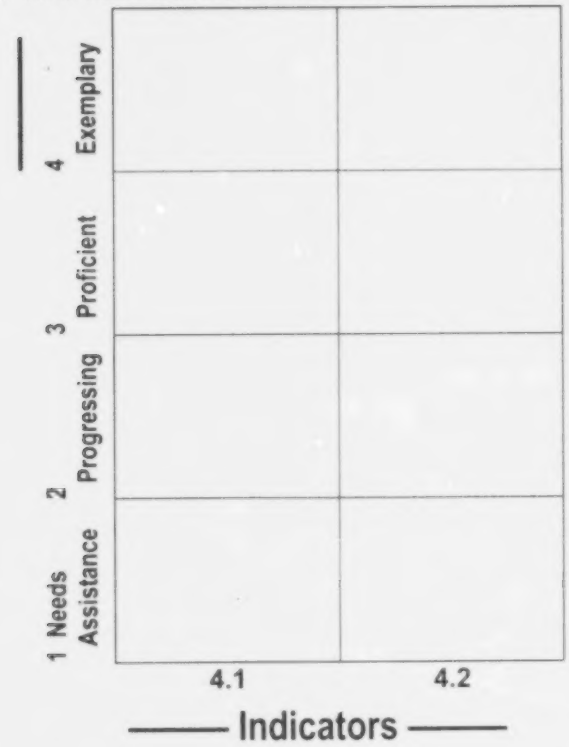
3.4 Uses collaborative teams and other strategies to identify outcomes, design curriculum, share instructional strategies, conduct assessments, analyze results, and adjust instructional processes. **4 3 2 1 NA DK**

Evidence: _____

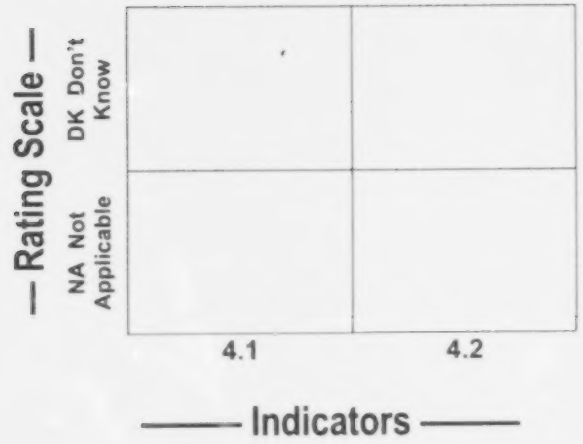
Competency 4. Establishes and promotes the philosophy, goals, and objectives of adult education.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable.** For other items you may not have sufficient information to respond, circle **DK don't know.**

PROFILE FOR MANAGEMENT COMPETENCY 4



Competency Average



DK Total

NA Total

Category: Leadership Skills

4. Establishes and promotes the philosophy, goals, and objectives of adult education.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

4.1 Works to position adult education to ensure that adult education programs mesh with the overall organizational mission. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

4.2 Establishes benchmarks to show alignment with vision, mission, philosophy, and goals. **4 3 2 1 NA DK**

Evidence: _____

_____

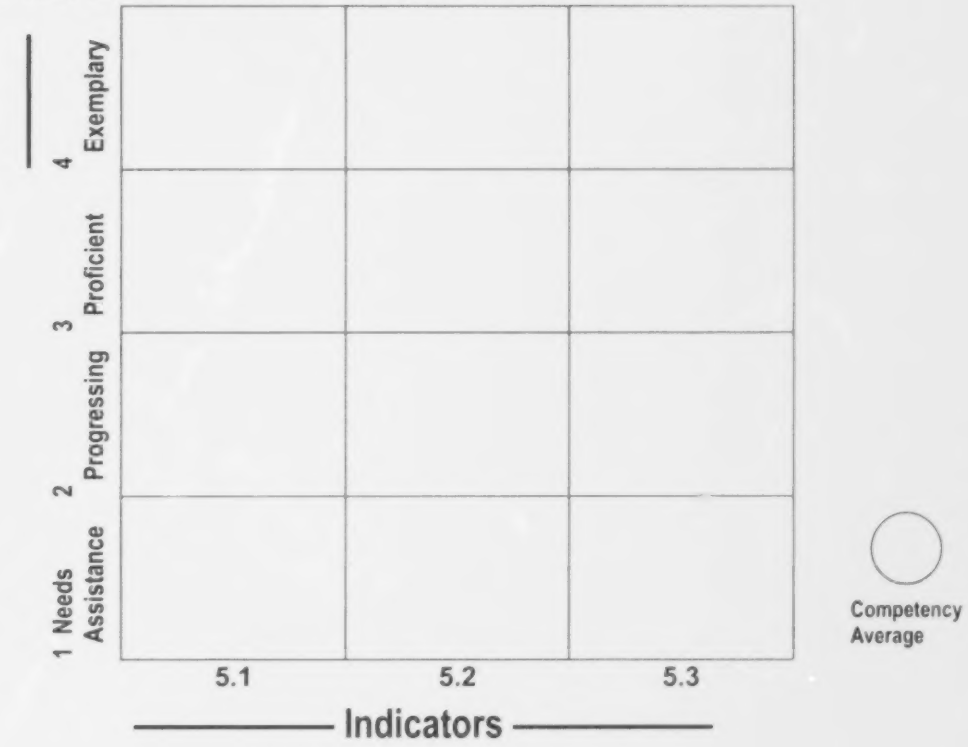
_____

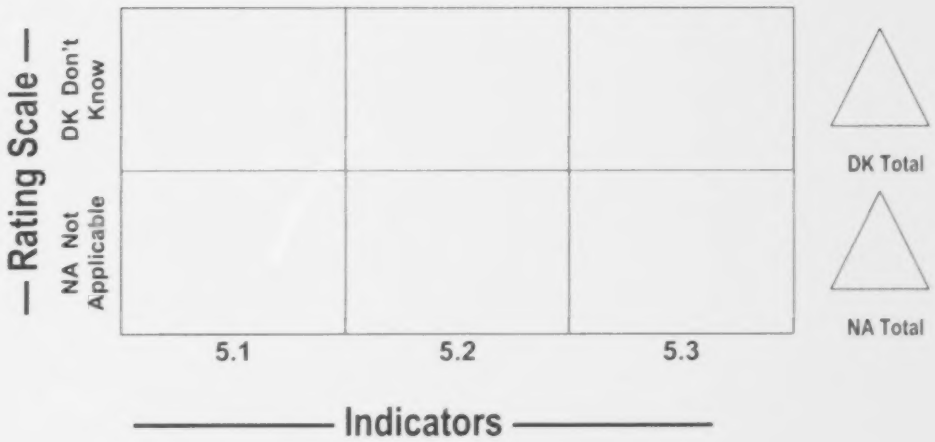
_____

Competency 5. Promotes an environment in which linguistic and cultural differences are valued and appreciated.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know.**

PROFILE FOR MANAGEMENT COMPETENCY 5





Category: Leadership Skills

5. Promotes an environment in which linguistic and cultural differences are valued and appreciated.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

5.1 Provides resources and curriculum materials that support anti-bias and multicultural learning. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

5.2 Seeks staff who represent the diversity of the student population. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

5.3 Respects and honors diversity in everyday interactions. **4 3 2 1 NA DK**

Evidence: _____

_____

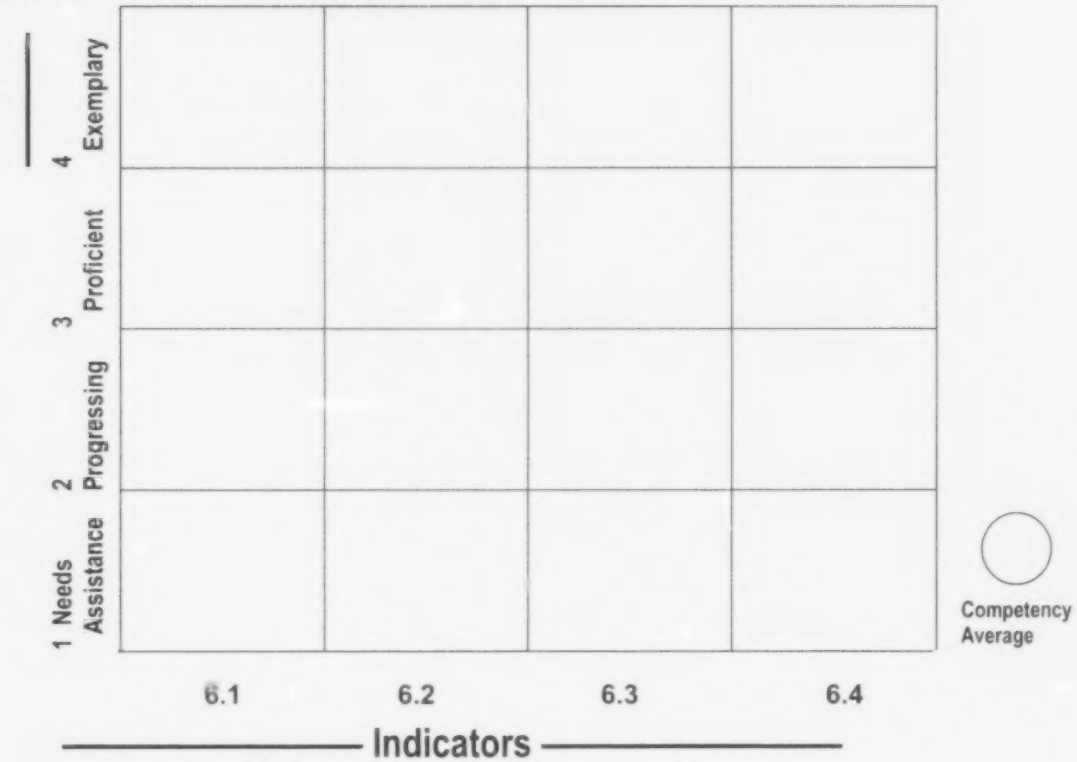
_____

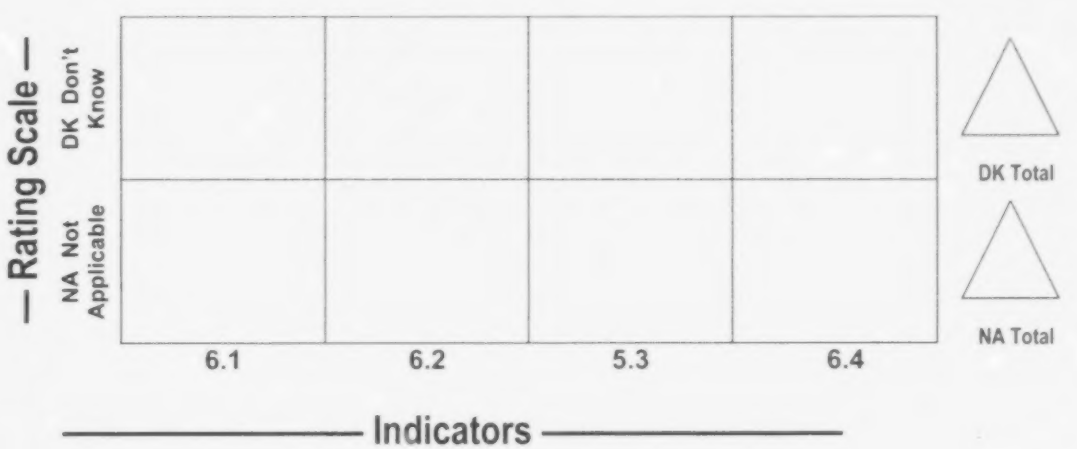
_____

Competency 6. Initiates and facilitates change process.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know.**

PROFILE FOR MANAGEMENT COMPETENCY 6





Category: Leadership Skills

6. Initiates and facilitates change process.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

6.1 Remains current on trends and issues, and seeks innovations. **4 3 2 1 NA DK**

Evidence: _____

6.2 Presents innovations to appropriate staff and makes decisions that are aligned with their feedback. **4 3 2 1 NA DK**

Evidence: _____

6.3 Assists staff and learners with implementing change and supports risk taking **4 3 2 1 NA DK**

Evidence: _____

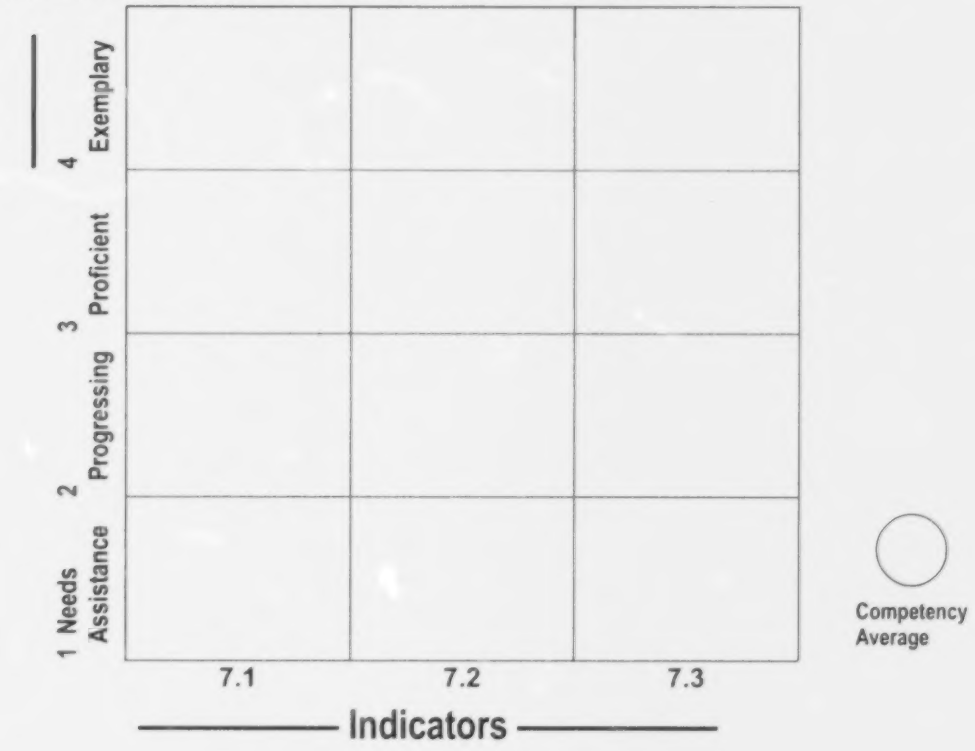
6.4 Involves staff in identification of trends. **4 3 2 1 NA DK**

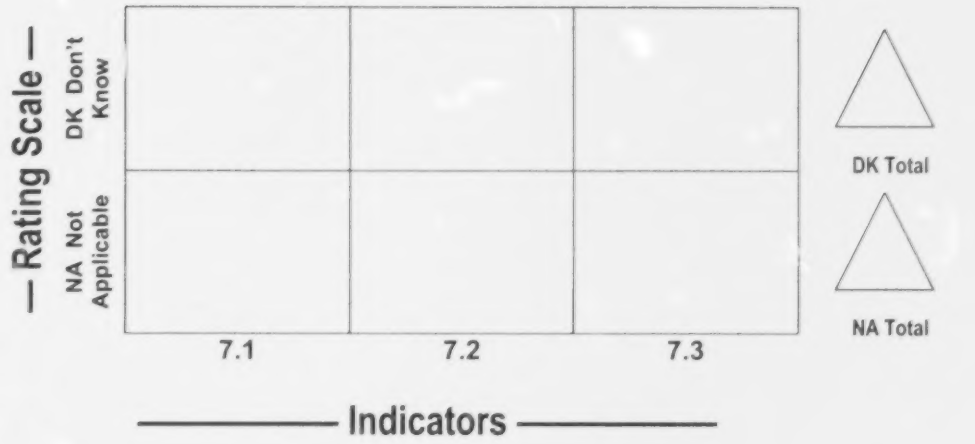
Evidence: _____

Competency 7. Advocates for the development of the field of adult education at national, state, and local levels.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**.

PROFILE FOR MANAGEMENT COMPETENCY 7





Category: Leadership Skills

7. Advocates for the development of the field of adult education at national, state, and local levels.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

7.1 Disseminates information in the community about program accomplishments through the use of technology and other means. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

7.2 Participates in professional organizations that advocate for the advancement of adult education in a variety of ways. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

7.3 Engages and encourages staff and students to be active advocates for adult education. **4 3 2 1 NA DK**

Evidence: _____

_____

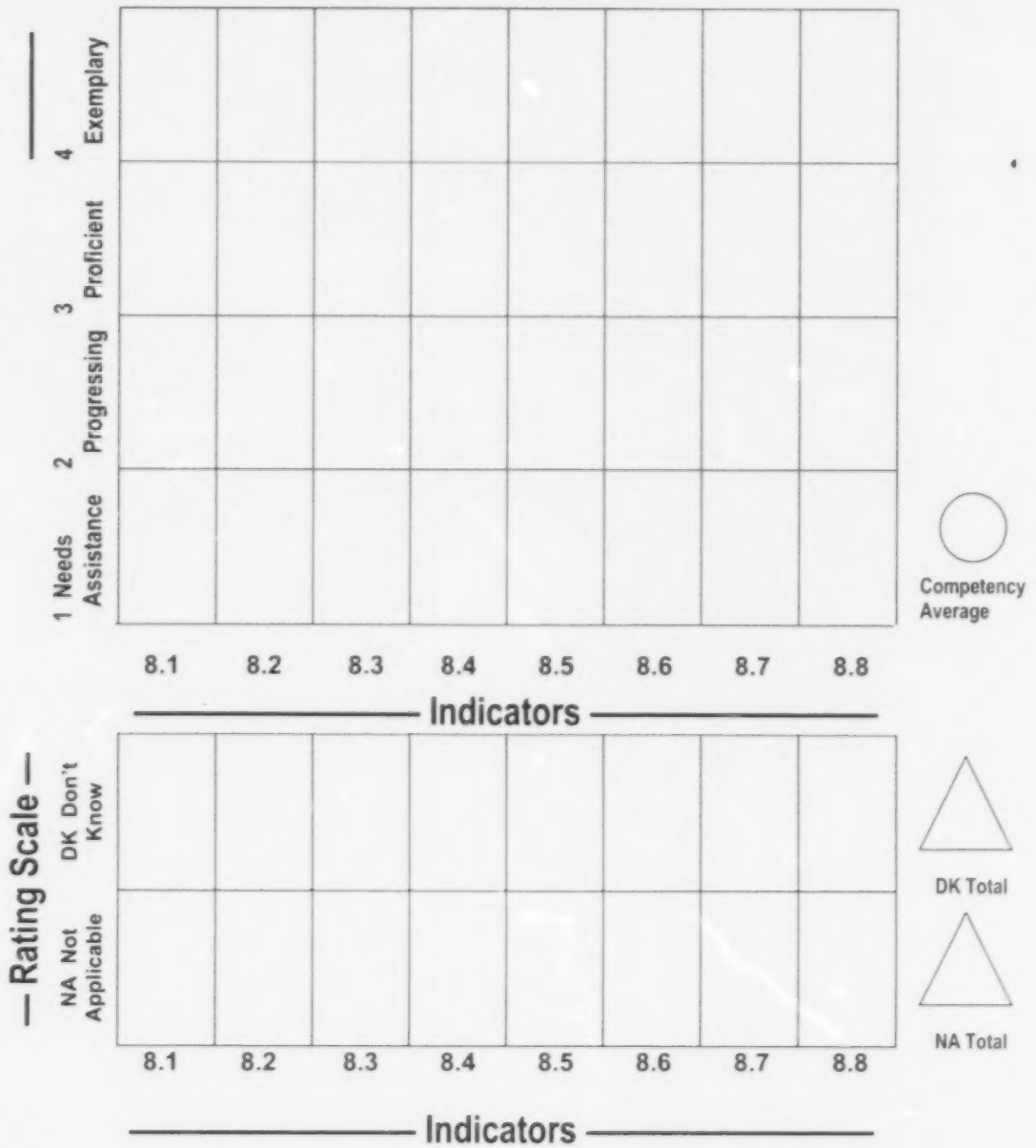
_____

_____

Competency 8. Initiates and monitors the process of curriculum design and development, and supports instructional processes and strategies based on research in adult learning and development.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable.** For other items you may not have sufficient information to respond, circle **DK don't know.** Instructional Leadership

PROFILE FOR MANAGEMENT COMPETENCY 8



Category: Instructional Leadership

8. **Initiates and monitors the process of curriculum design and development, and supports instructional processes and strategies based on research in adult learning and development.**

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

8.1 Guides instructional staff in designing and implementing educational curricula that accommodate diverse learning styles, abilities, and cultures. **4 3 2 1 NA DK**

Evidence: _____

8.2 Supports and assists staff in planning instructional programs based on state performance standards, learner data, research on effective practice, community and learner needs, demographics, resources, and economic and technological trends. **4 3 2 1 NA DK**

Evidence: _____

8.3 Assists management in guiding learners with the development and ongoing review of the learners' educational plans. **4 3 2 1 NA DK**

Evidence: _____

8.4 Establishes structures and processes that allow management to work together to improve teaching and learning. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

8.5 Supports individuality of teacher approaches to implementation of the curriculum. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

8.6 Supports staff in integrating into curriculum adults' roles as workers, citizens, and family and community members. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

8.7 Assists management in incorporating technology into instructional practices. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

8.8 Provides a system for management accountability for student learning. **4 3 2 1 NA DK**

Evidence: _____

_____

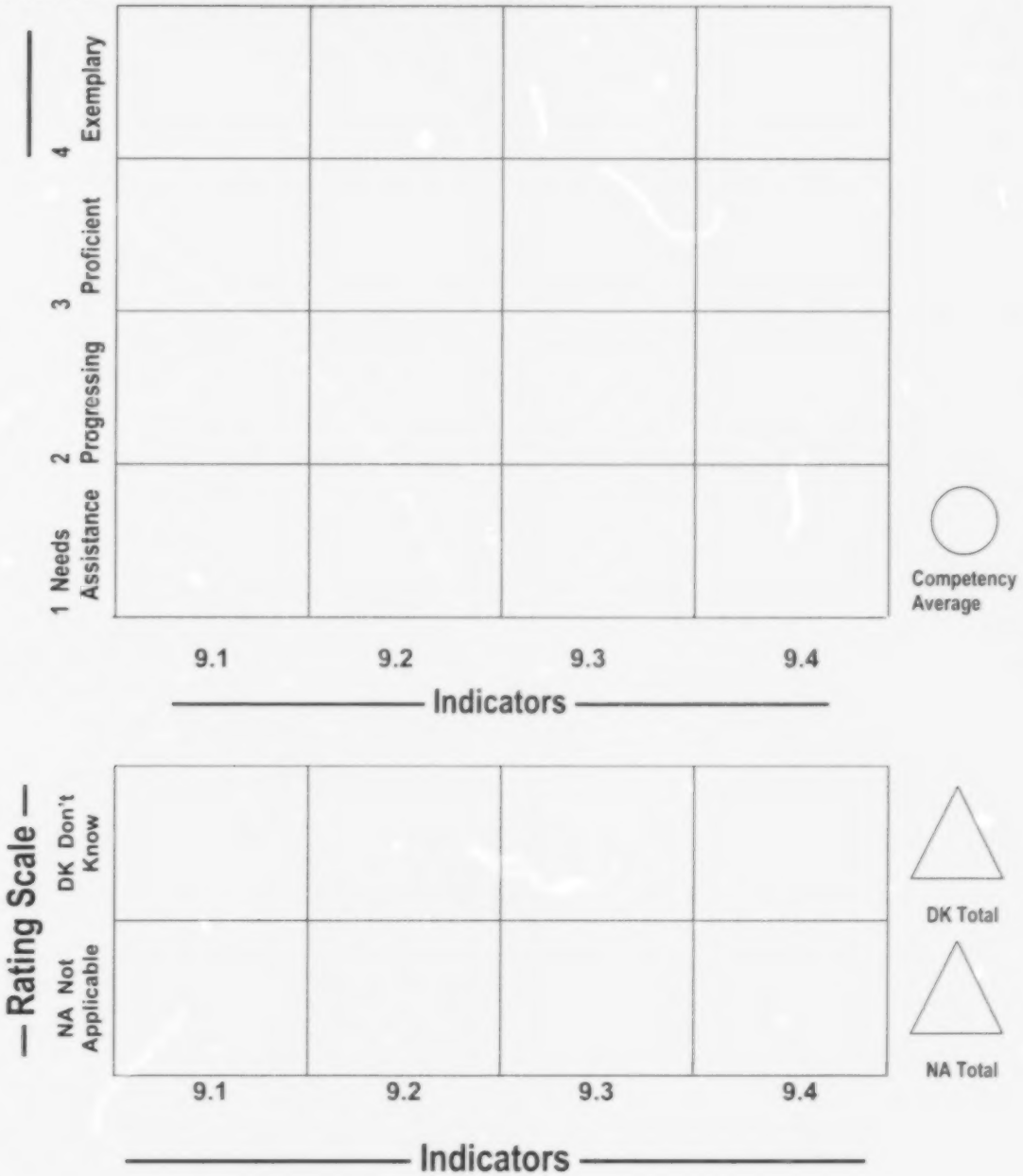
_____

_____

Competency 9. Complies and/or uses various needs assessments to determine staff, learner, and community needs.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, **circle NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**.

PROFILE FOR MANAGEMENT COMPETENCY 9



Category: Instructional Leadership

9. Compiles and/or uses various needs assessments to determine staff, learner, and community needs.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

9.1 Assesses and/or reviews management needs on an individual basis through classroom observations, meetings, written goals and plans, and assessment instruments. Facilitates the discussion of outcomes with management. **4 3 2 1 NA DK**

Evidence: _____

9.2 Coordinates procedures for assessment and placement of learners in appropriate programs at appropriate educational functioning levels. **4 3 2 1 NA DK**

Evidence: _____

9.3 Researches and/or conducts community needs assessments to determine service and employment needs and opportunities. **4 3 2 1 NA DK**

Evidence: _____

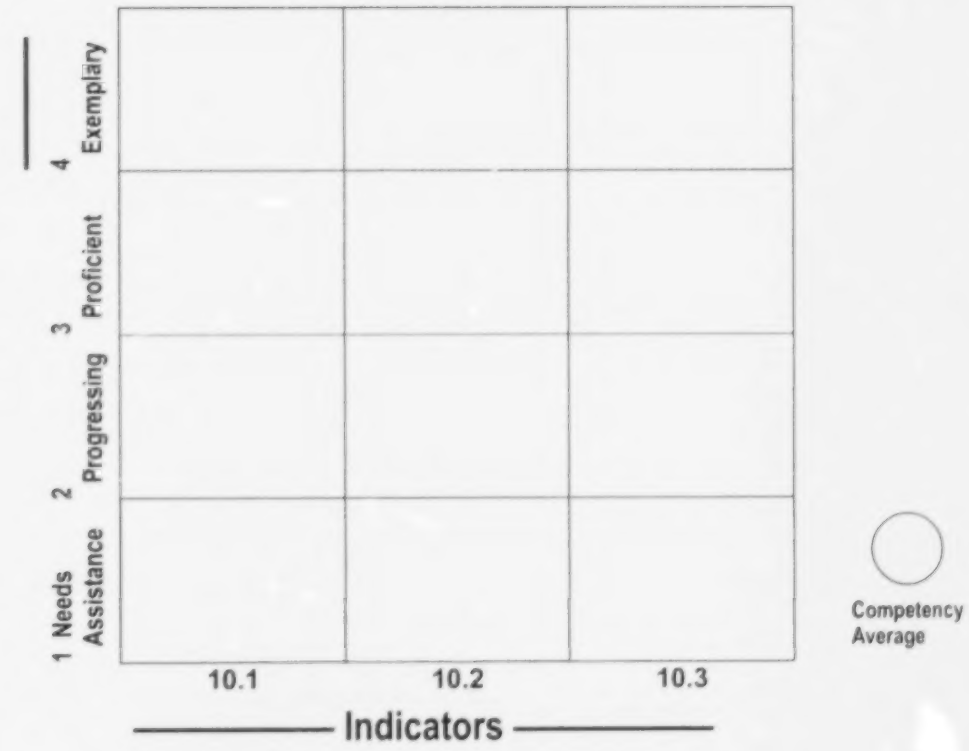
9.4 Ensures that the targeted student population has been assessed for special learning and language needs and that appropriate programming is provided. **4 3 2 1 NA DK**

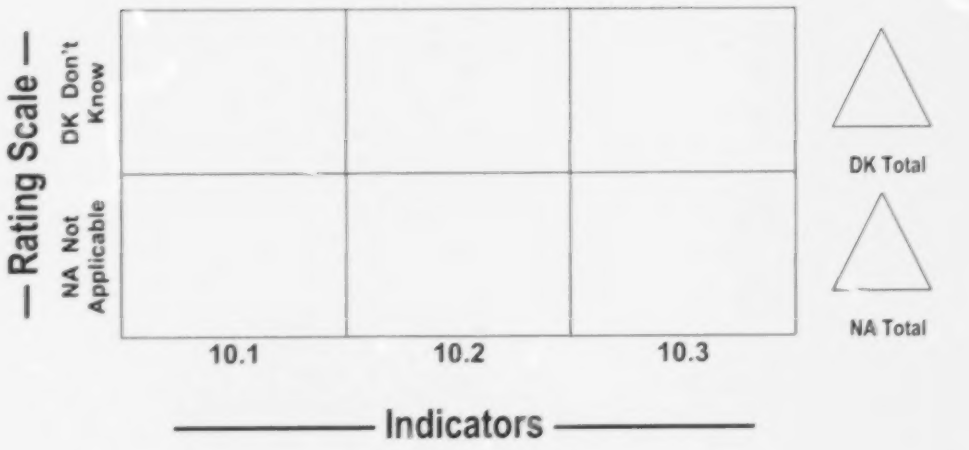
Evidence: _____

Competency 10. Identifies and applies for additional funding independently or collaborates with other programs and partners.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**.

PROFILE FOR MANAGEMENT COMPETENCY 10





Category: Resource Management and Allocation

10. Identifies and applies for additional funding independently or collaborates with other programs and partners.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

10.1 Seeks partnerships with other programs funded under federal regulations and other collaborative partnerships, as appropriate. **4 3 2 1 NA DK**

Evidence: _____

10.2 Demonstrates resource development at the program level. **4 3 2 1 NA DK**

Evidence: _____

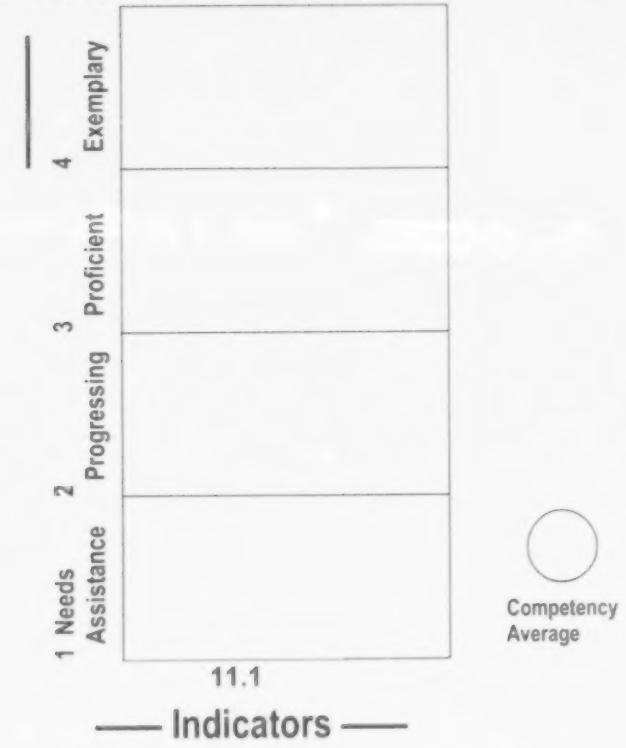
10.3 Maintains active awareness of and pursues potential grant and funding sources in local, regional, and national community. **4 3 2 1 NA DK**

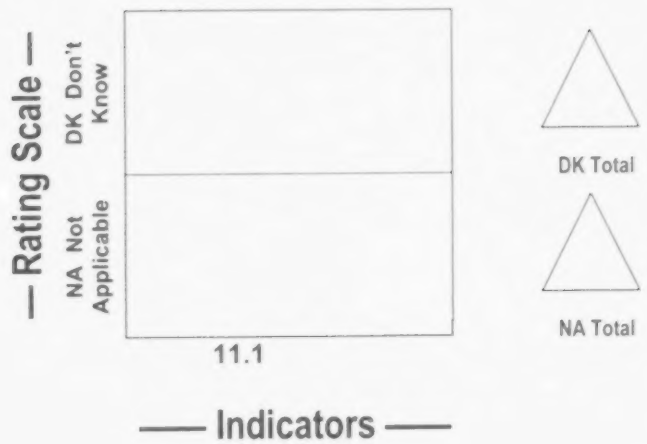
Evidence: _____

Competency 11. Effectively manages and allocates the budget.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable.** For other items you may not have sufficient information to respond, circle **DK don't know.**

PROFILE FOR MANAGEMENT COMPETENCY 11





Category: Resource Management and Allocation

11. Effectively manages and allocates the budget.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

11.1 Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year. **4 3 2 1 NA DK**

Evidence: _____

_____

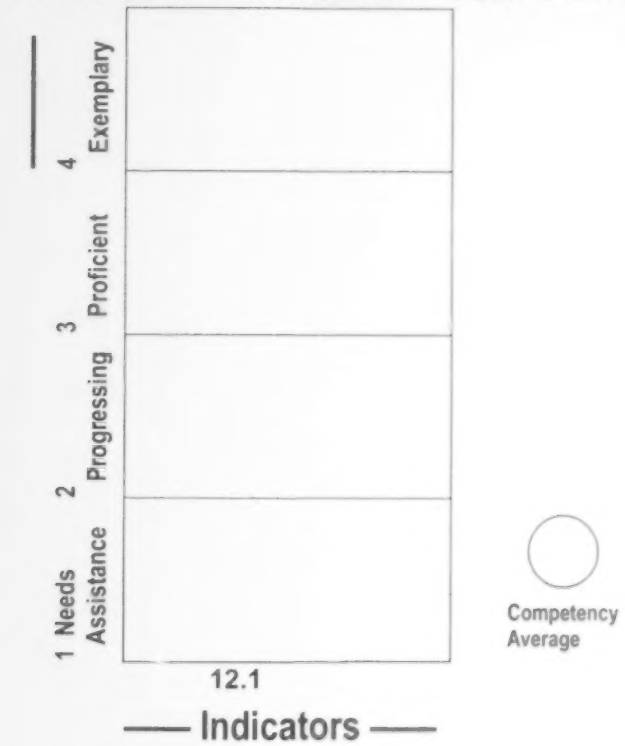
_____

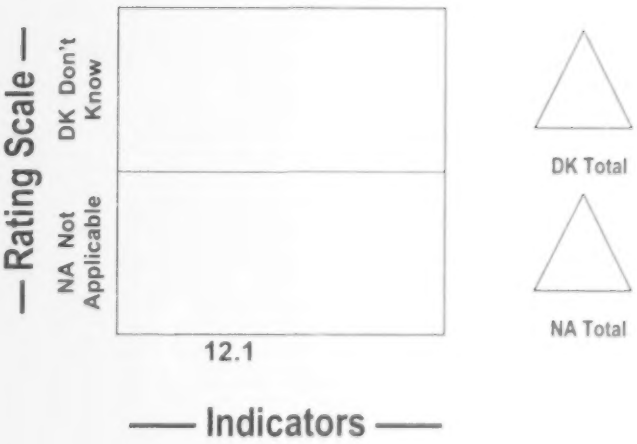
_____

Competency 12. Uses financial resources to support the program's mission and goals and to foster continuous program improvement and accountability.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**.

PROFILE FOR MANAGEMENT COMPETENCY 12





Category: Resource Management and Allocation

12. Uses financial resources to support the program's mission and goals and to foster continuous program improvement and accountability.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

12.1 Allocates funds equitably to effective programs and sites based on such indicators as attendance, retention, student outcomes, and benchmarks. **4 3 2 1 NA DK**

Evidence: _____

_____

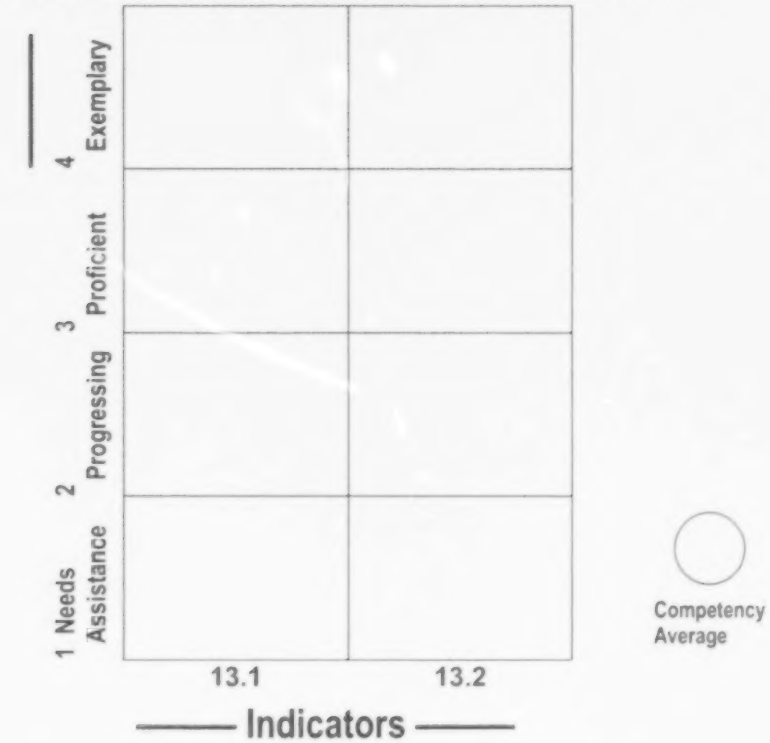
_____

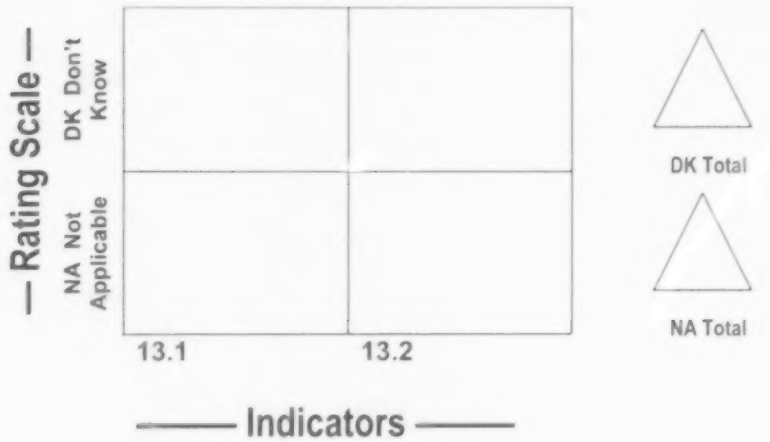
_____

Competency 13. Identifies and utilizes resources to enhance the instructional process.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable.** For other items you may not have sufficient information to respond, circle **DK don't know.**

PROFILE FOR MANAGEMENT COMPETENCY 13





Category: Resource Management and Allocation

13. Identifies and utilizes resources to enhance the instructional process.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

13.1 Uses resources to integrate and upgrade technology and provides professional development on effective use of technology for management and administrators. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

13.2 Establishes a safe and non-threatening learning environment that is appropriate for adult learners. **4 3 2 1 NA DK**

Evidence: _____

_____

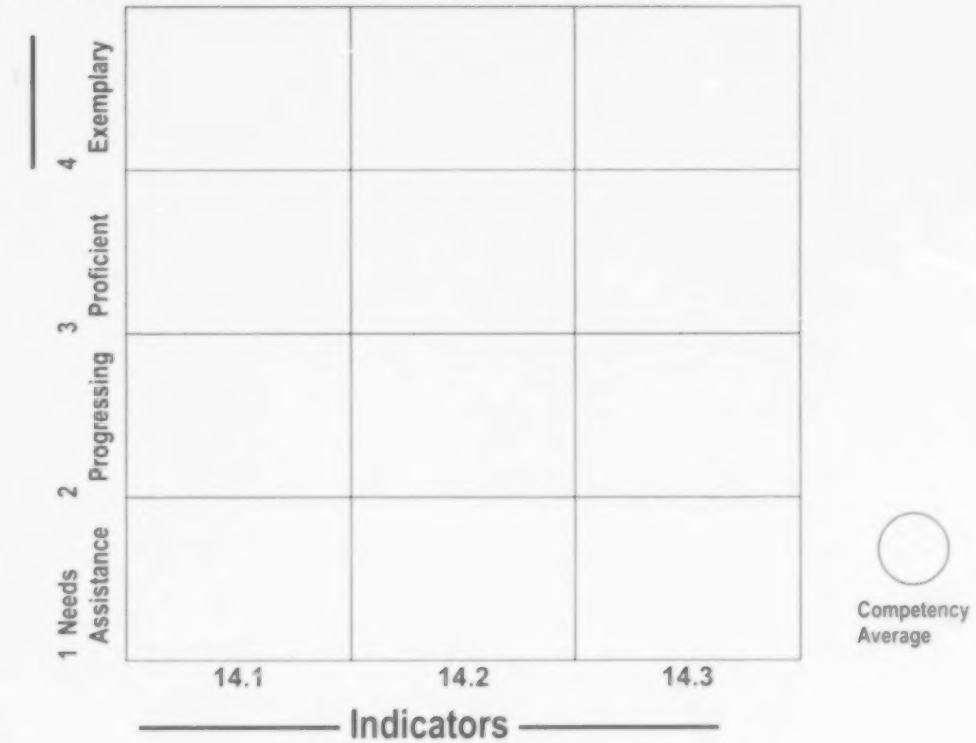
_____

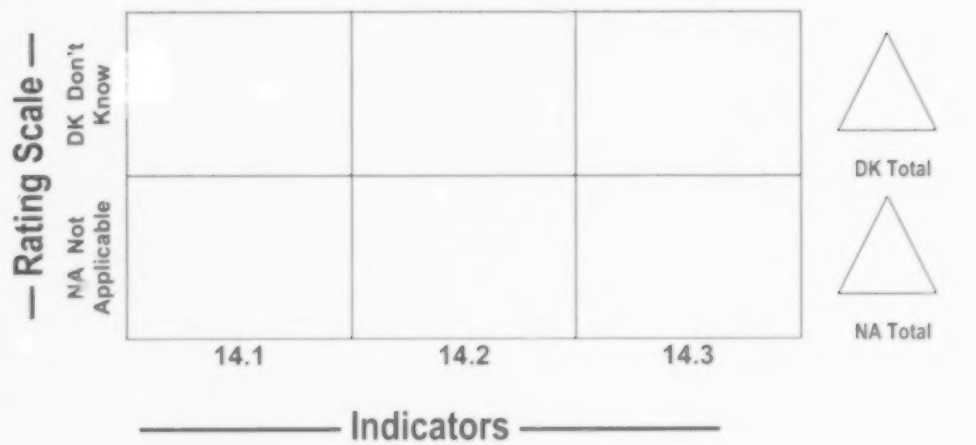
_____

Competency 14. Recruits, hires, evaluates, and terminates staff based on established criteria.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**.

PROFILE FOR MANAGEMENT COMPETENCY 14





Category: Human Resource Management

14. Recruits, hires, evaluates, and terminates staff based on established criteria.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

14.1 Provides formal orientation of new staff and learners to the adult education program. **4 3 2 1 NA DK**

Evidence: _____

14.2 Provides for a system of management observations and evaluations focusing on such areas as: (1) organizing and delivering instruction, (2) managing instructional resources, (3) monitoring and assessing progress, (4) accommodating diverse learning styles, (5) using materials and technology, (6) providing learner guidance and referrals, and (7) helping learners transfer learning to real-life situations. **4 3 2 1 NA DK**

Evidence: _____

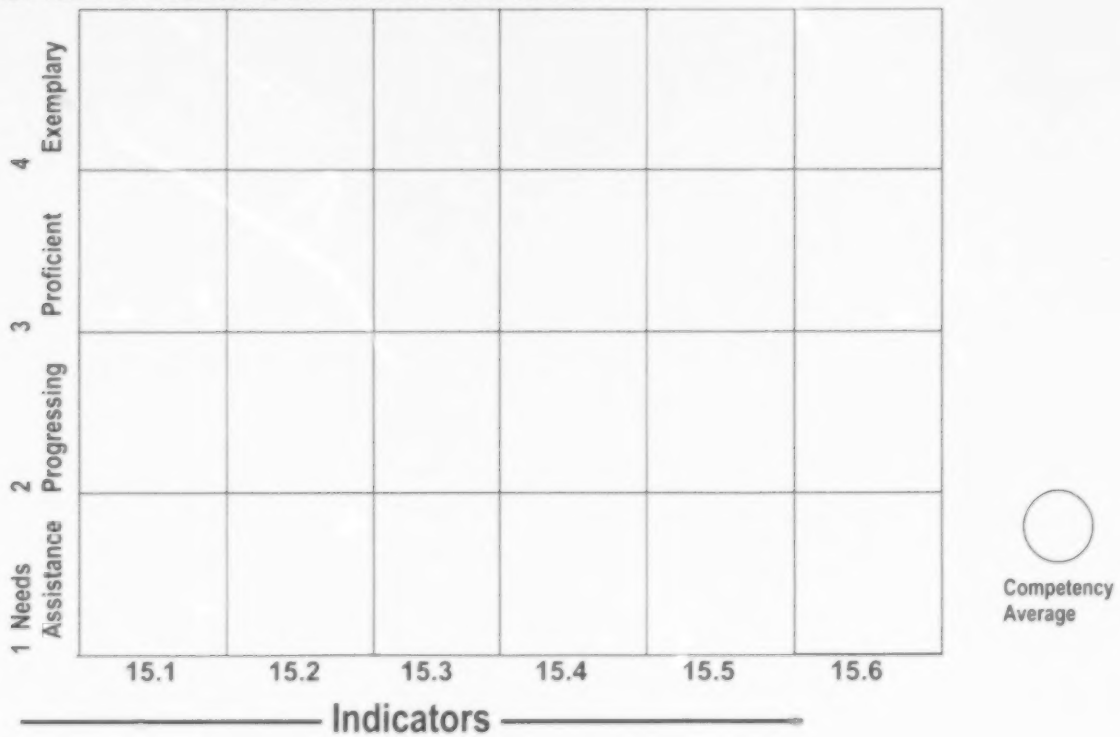
14.3 Recognizes when staff members are not performing effectively, provides guidance and support to enable attainment of needed competencies, involves appropriate stakeholders and follows required procedures and due process, leading to staff termination when necessary. **4 3 2 1 NA DK**

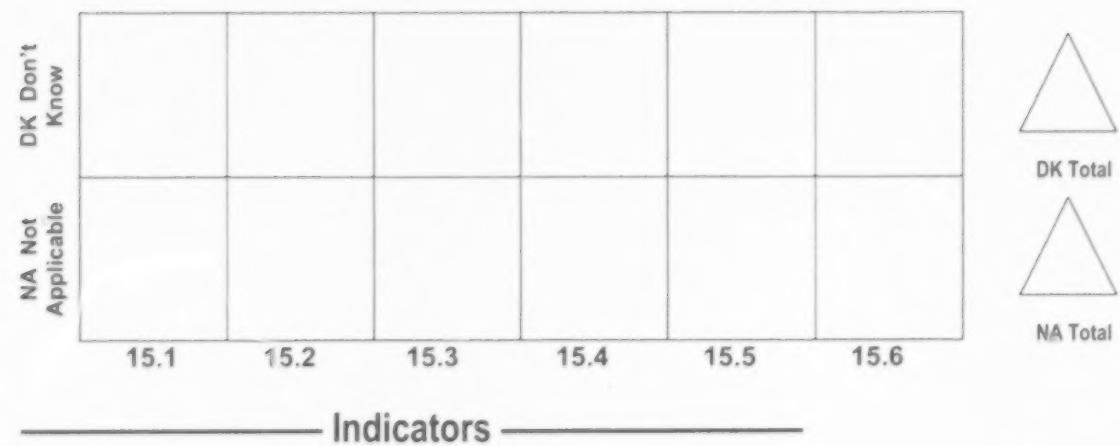
Evidence: _____

Competency 15. Promotes clear procedures for collecting, documenting, and reporting data.

DIRECTIONS Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**

PROFILE FOR MANAGEMENT COMPETENCY 15





Category: Program Monitoring and Reporting

15. Promotes clear procedures for collecting, documenting, and reporting data.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

15.1 Establishes and monitors a process for collecting, documenting, and reporting secondary or optional measures related to employment and family, in accordance with current government legislation. **4 3 2 1 NA DK**

Evidence: _____

15.2 Provides and promotes training for data collectors to ensure accuracy of outcome data. **4 3 2 1 NA DK**

Evidence: _____

15.3 Fulfills legal or program requirements for compliance, record keeping, and reporting. **4 3 2 1 NA DK**

Evidence: _____

15.4 Maintains confidentiality and limits access to staff and learner files and records (e.g. past education, employment, interests, disabilities, and short-term educational, personal, and employment goals). **4 3 2 1 NA DK**

Evidence: _____

15.5 Analyzes, identifies dissemination strategies, and reports program outcomes and evaluation data for various audiences. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

15.6 Ensures data are accessible, in a timely manner, to staff, learners, community members, and other stakeholders (via such means as reports, use of media, and web pages). **4 3 2 1 NA DK**

Evidence: _____

_____

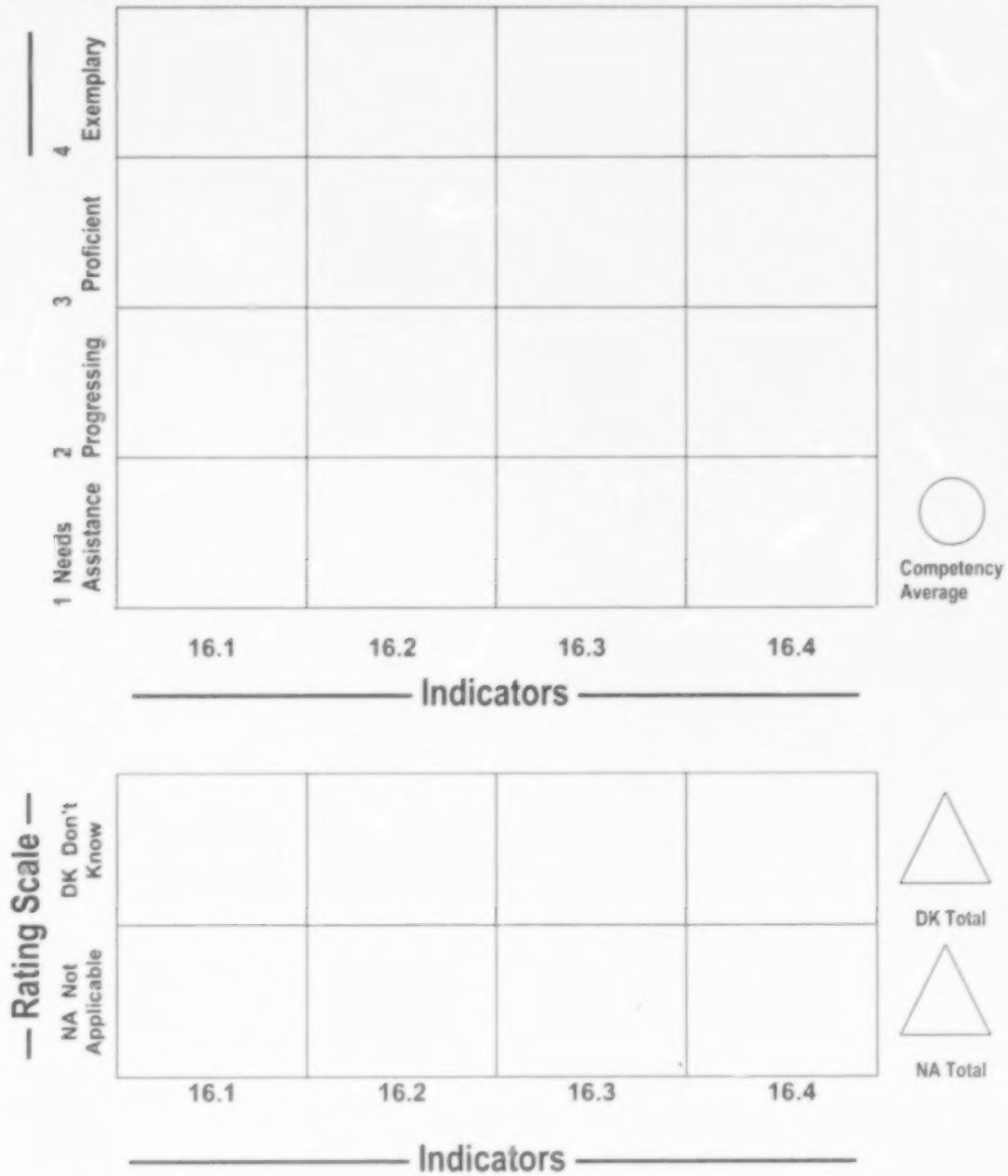
_____

_____

Competency 16. Monitors and evaluates the program and uses the data for program improvement and accountability.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know.**

PROFILE FOR MANAGEMENT COMPETENCY 16



Category: Program Monitoring and Reporting

16. Monitors and evaluates the program and uses the data for program improvement and accountability.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

16.1 Develops and implements an overall program review process that is ongoing, participatory, guided by an articulated evaluation process, and based on a written plan to assess program strengths and areas for improvement. **4 3 2 1 NA DK**

Evidence: _____

16.2 Involves representative staff in the development of written plans and data collection. **4 3 2 1 NA DK**

Evidence: _____

16.3 Ensures that programs are inclusive of and suitable for students with special language and learning needs. **4 3 2 1 NA DK**

Evidence: _____

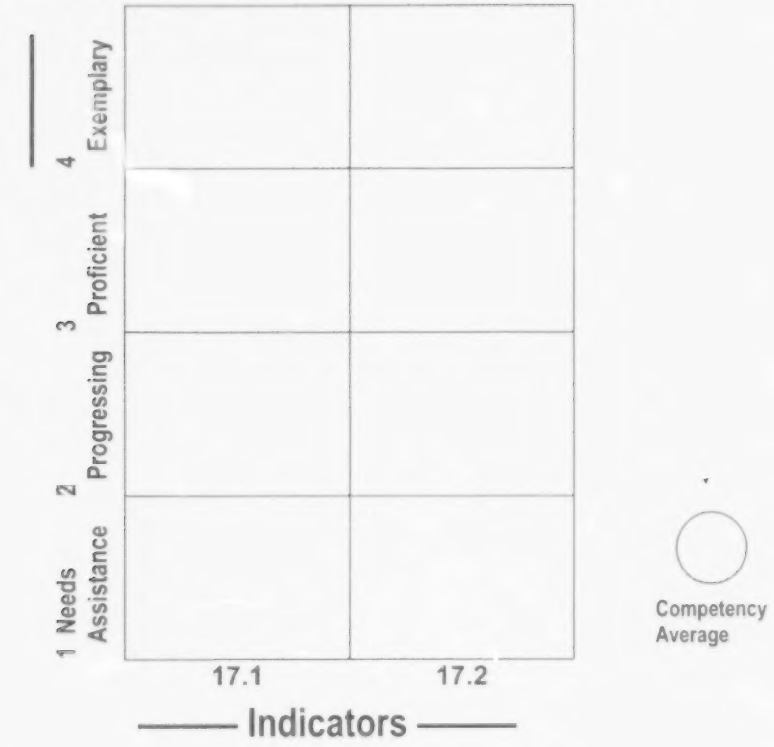
16.4 Coordinates the procedure for the collection and maintenance of relevant up-to-date learner information in order to improve the program based on the needs of the learners. **4 3 2 1 NA DK**

Evidence: _____

Competency 17. Plans, promotes, and models life-long learning practices.

DIRECTIONS Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable.** For other items you may not have sufficient information to respond, circle **DK don't know**

PROFILE FOR MANAGEMENT COMPETENCY 17



Category: Professional Development Practices

17. Plans, promotes, and models life-long learning practices.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

17.1 Keeps up-to-date with research on instructional practices, management, and leadership, as well as on effective practices in professional development, and shares those practices with staff. **4 3 2 1 NA DK**

Evidence: _____

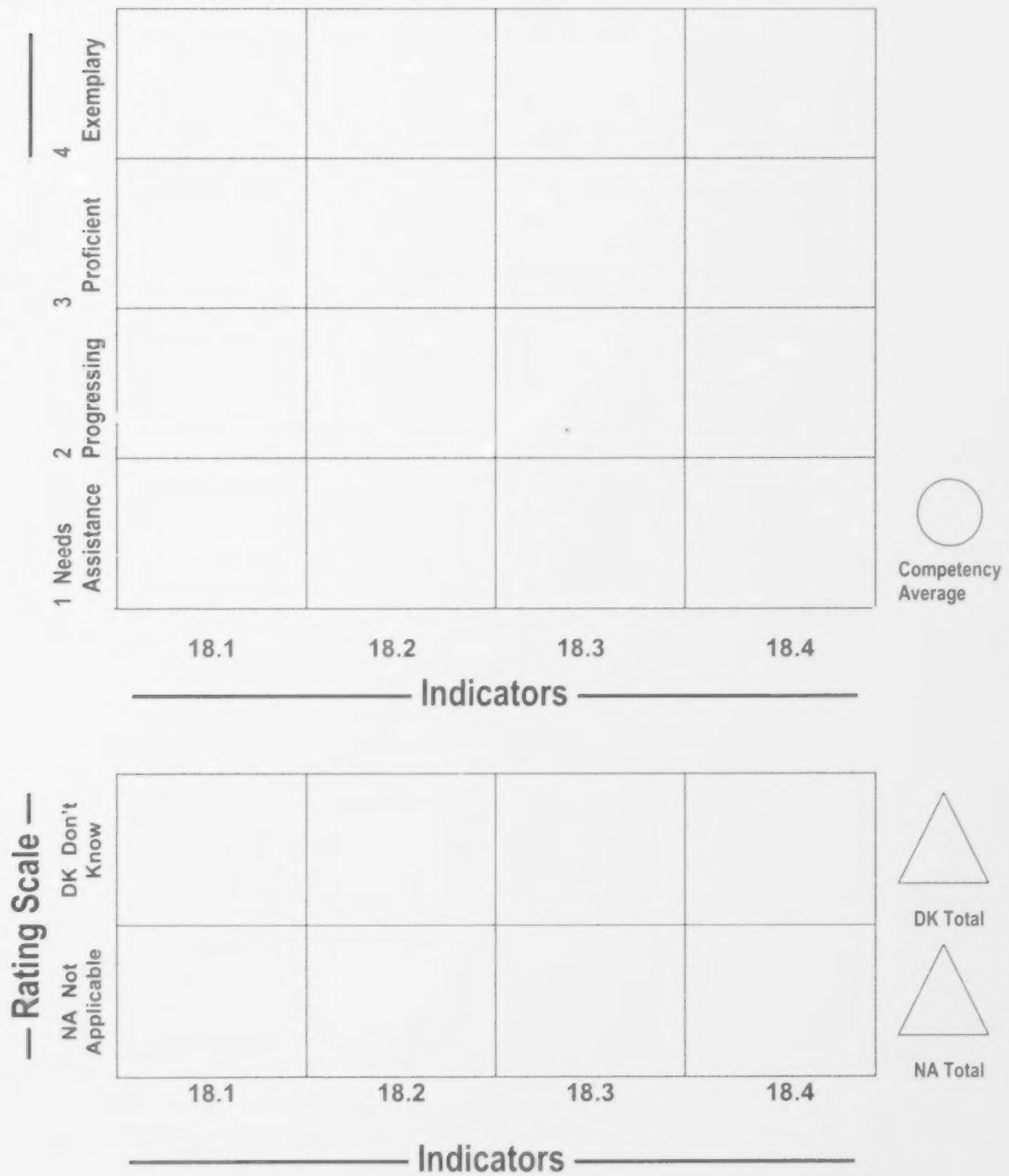
17.2 Engages in a variety of activities that foster own learning such as participating in collegial networking and subscribing to journals and listservs. **4 3 2 1 NA DK**

Evidence: _____

Competency 18. Complies and/or uses various needs assessments to determine staff, learner, and community needs.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**.

PROFILE FOR MANAGEMENT COMPETENCY 18



Category: Professional Development Practices

18. Promotes continuous professional development for staff.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

18.1 Supports the professional development of management by relaying specific information about professional development opportunities and by providing release time, stipends, or other types of support enabling management to engage in professional development activities that focus on student and program improvement. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

18.2 Encourages management to become involved in the identification and planning of their own professional development and to engage in a variety of activities including inquiry research, workshops, institutes, and observation/feedback (e.g., peer coaching and mentoring). **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

18.3 Designs collaboratively, a staff development program in accordance with program needs based on the results of staff needs assessments, informal conversations, identified state or local needs and mandates, and research. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

18.4 Supports a variety of professional development activities that reflect the organization's mission and principles of adult learning. **4 3 2 1 NA DK**

Evidence: _____

_____

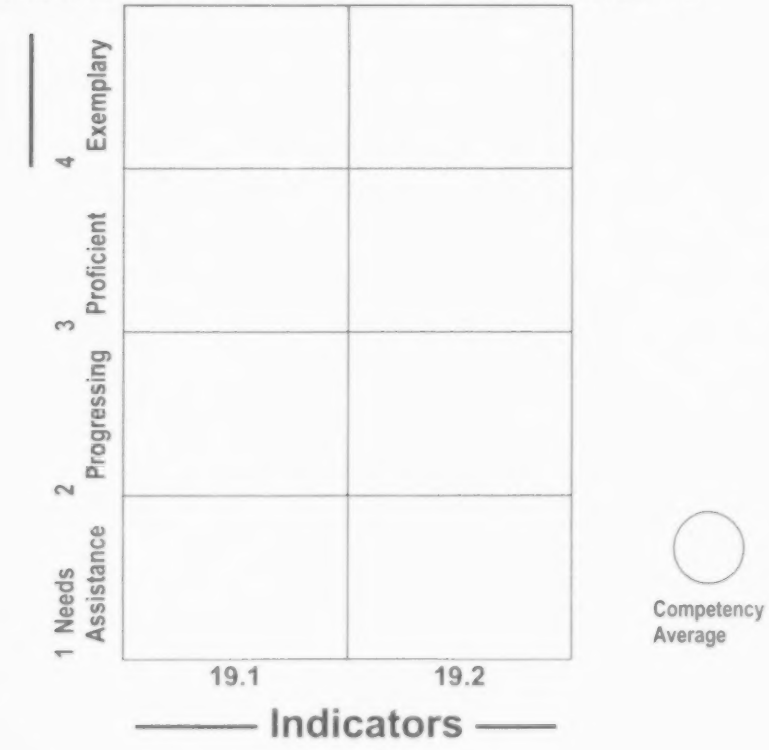
_____

_____

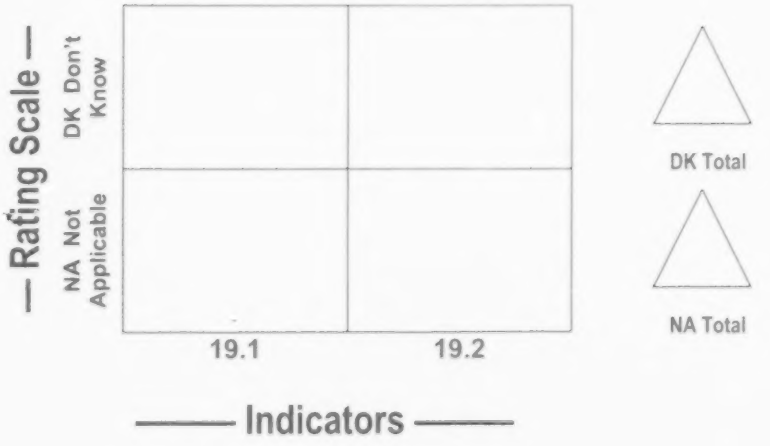
Competency 19. Encourages and promotes professional development activities related to technology.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable.** For other items you may not have sufficient information to respond, circle **DK don't know.**

PROFILE FOR MANAGEMENT COMPETENCY 19



Competency Average



DK Total

NA Total

Category: Professional Development Practices

19. Encourages and promotes professional development activities related to technology.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

19.1 Acquires and maintains knowledge of technology and applies it to adult learning and professional development. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

19.2 Shares information on, provides training in, and promotes the use of technology with management and other staff. **4 3 2 1 NA DK**

Evidence: _____

_____

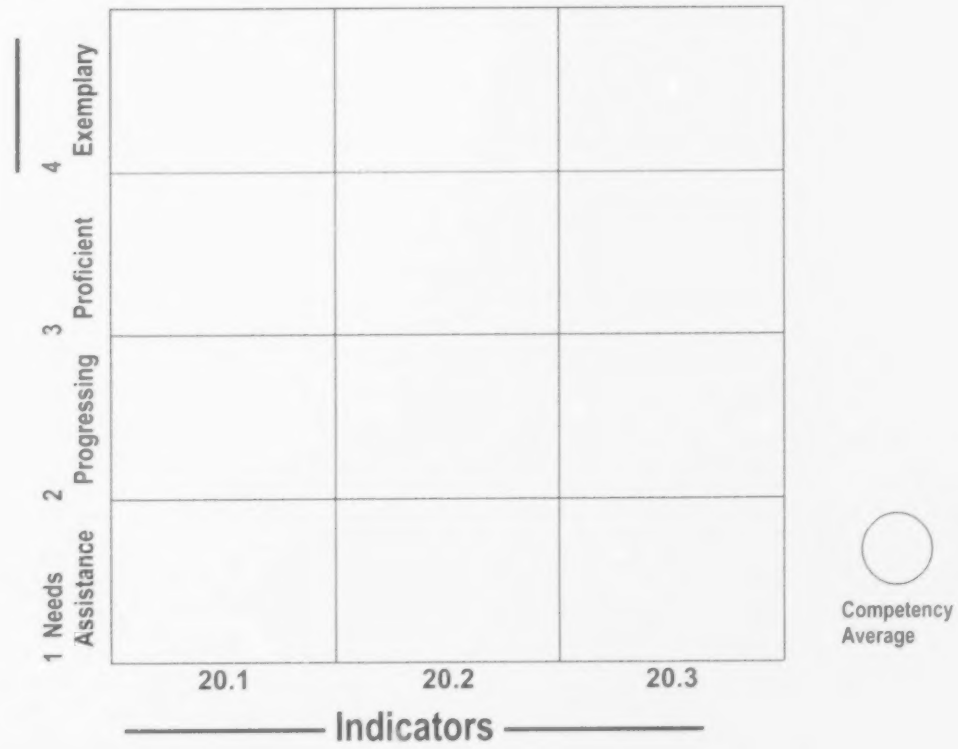
_____

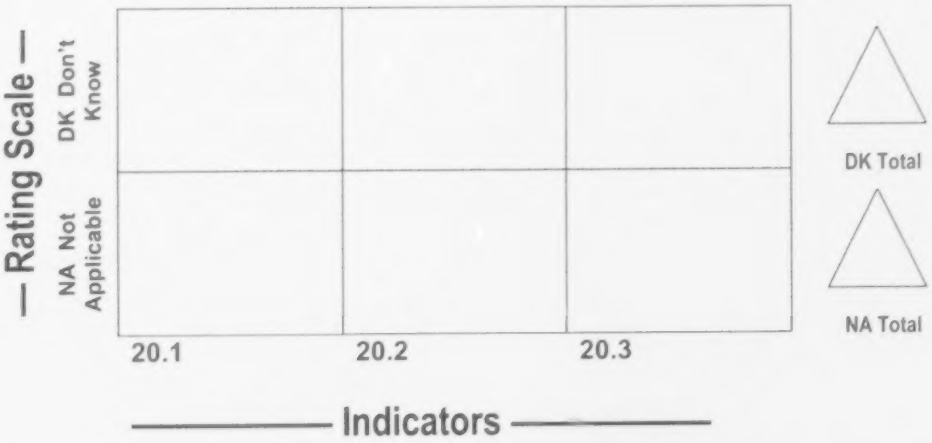
_____

Competency 20. Builds relationships with various agencies and institutions to enhance the delivery of services.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**

PROFILE FOR MANAGEMENT COMPETENCY 20





Category: Community Collaboration

20. Builds relationships with various agencies and institutions to enhance the delivery of services.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

20.1 Maintains ongoing agency outreach, publicity, and staff recruitment activities to promote the program and secure funding, community expertise, equipment, and other resources. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

20.2 Establishes partnerships and alliances with businesses, institutions of higher learning, local educational agencies, child care centers, health centers, employment and job training centers, boards, and other agencies to expand understanding of adult education, assess needs, enhance program resources, and improve services for adult learners. **4 3 2 1 NA DK**

Evidence: _____

_____

_____

_____

20.3 Seeks and shares information about student/client benefits and potential funding opportunities with businesses and community organizations. **4 3 2 1 NA DK**

Evidence: _____

_____

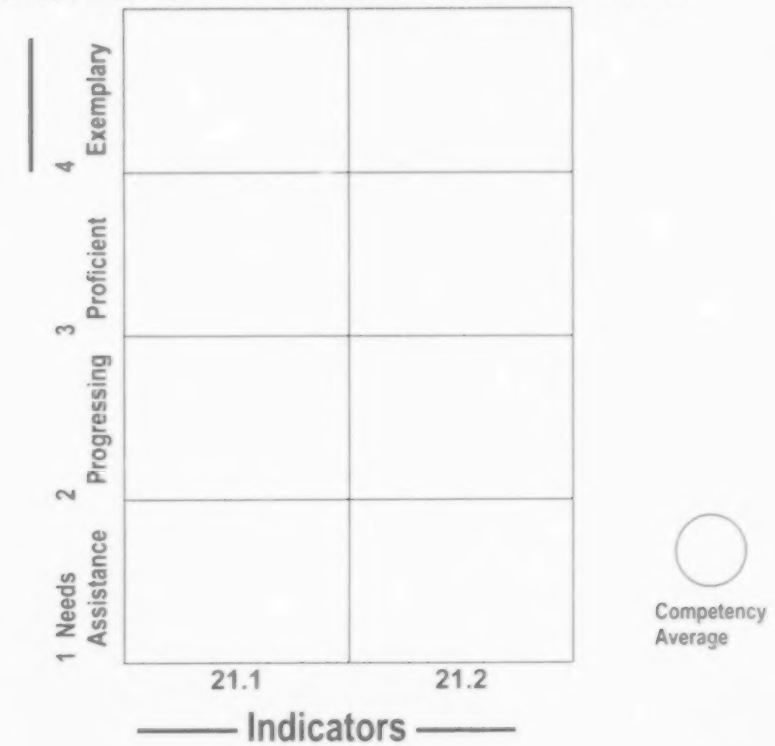
_____

_____

Competency 21. Accesses and makes available information to clients about community resources and issues; and relevant laws and regulations.

DIRECTIONS: Based on observation, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to management's position. For these items, circle **NA not applicable**. For other items you may not have sufficient information to respond, circle **DK don't know**.

PROFILE FOR MANAGEMENT COMPETENCY 21



Category: Community Collaboration

21. Accesses and makes available information to clients about community resources and issues, and relevant laws and regulations.

4 – Exemplary
3 – Proficient
2 – Progressing
1 – Needs Assistance
NA – Not Applicable
DK – Don't Know

21.1 Informs the community and staff about relevant legal requirements such as those for instructing adults with special needs. **4 3 2 1 NA DK**

Evidence: _____

21.2 Shares information about available resources, such as community resource guides and web-based information. **4 3 2 1 NA DK**

Evidence: _____

APPENDIX C
SUMMARY PROFILE FOR MANAGEMENT COMPETENCIES

Directions for Completing Summary Profile

1) Plot the averages for the competencies that were rated onto the top chart. The competencies are listed horizontally and the rating scale is listed vertically. All 21 competencies do not have to be rated.

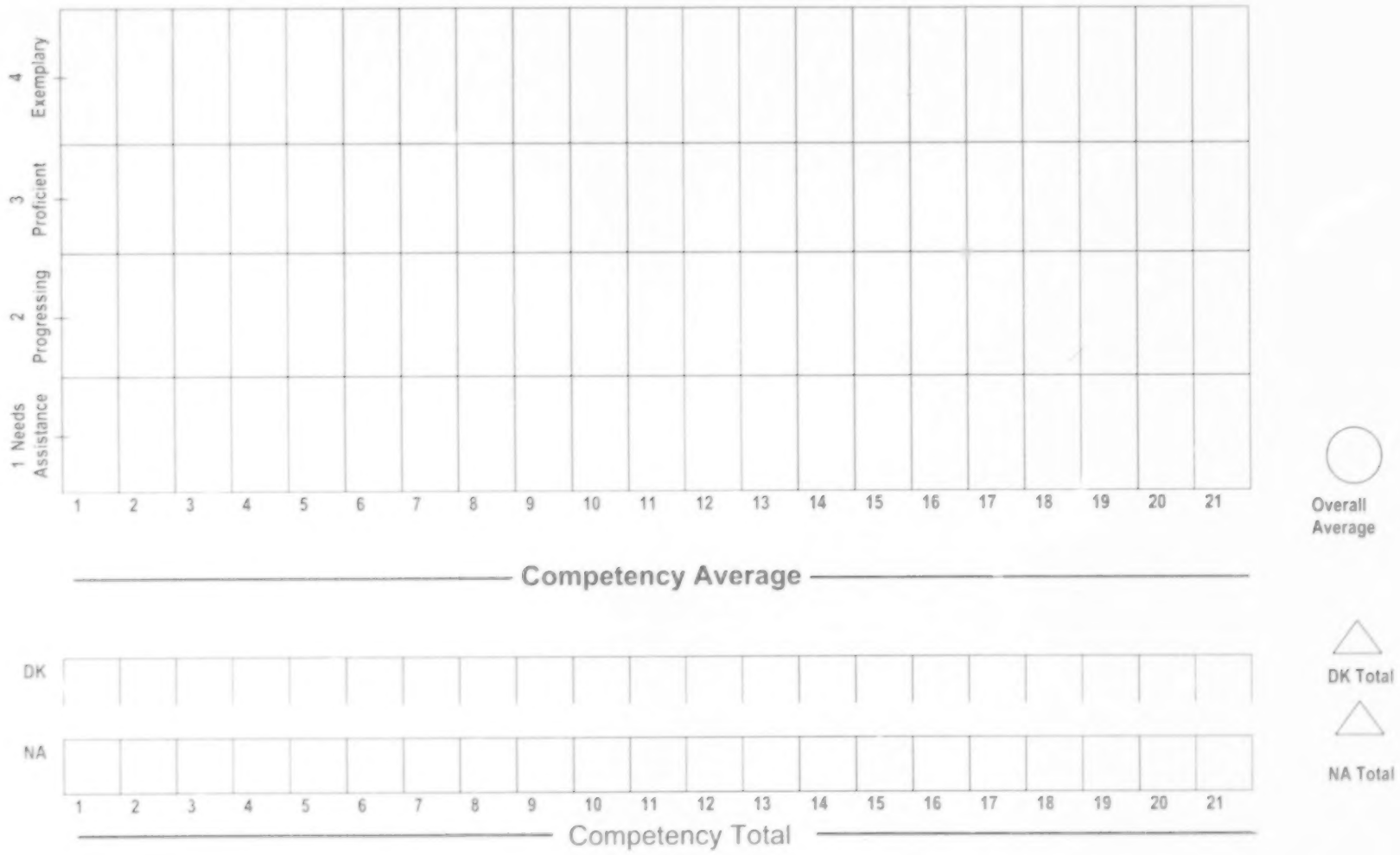
2) Connect the dots to show management's strengths and areas for improvement.

3) Calculate the overall average of the rated competencies.

4) Place that number in the overall average circle. This number provides an overall rating of the management's competence.

5) Record the totals for DK and NA for each of the competencies in the bottom chart. The total number of DK and NA's should be noted in the two triangles next to the bottom chart.

Summary Profile for Management Competencies


4 Exemplary
3 Proficient
2 Progressing
1 Needs Assistance
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
Overall Average
Competency Average
DK
NA
DK Total
NA Total
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
Competency Total